

Money Lesson Plan

Grade: 2		Subject: Mathematics
Materials: Muffin liners, money, paper, pencil, pom pom		Technology Needed: None
Instructional Strategies: <ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided practice ▪ Socratic Seminar ▪ Learning Centers ▪ Lecture ▪ Technology integration ▪ Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> ▪ Large group activity ▪ Independent activity ▪ Pairing/collaboration ▪ Simulations/Scenarios ▪ Other (list) Explain:
Standard(s) 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ ¢ symbols appropriately.		Differentiation Below Proficiency: Focus on dimes and nickels Above Proficiency: In addition to emerging proficiency, focus on dollars and dollars with change (e.g., \$1.25) Approaching/Emerging Proficiency: Focus on quarters, dimes, nickels, and pennies Modalities/Learning Preferences: Physical, verbal (auditory), writing
Objective(s) By the end of the lesson, the students will demonstrate their knowledge of dollar bills, quarter, dimes, nickels, and pennies by using money manipulatives and paper and pencil.		
Bloom's Taxonomy Cognitive Level: Apply		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in whole group at the carpet. While at the carpet, the students will not need any supplies. When dismissed for partner work, the students will be in a chosen area of the room, with muffin liners, paper, pencil, and money.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Whole group expectations – Criss-cross legs, on your area of the carpet. Partner work – Partner expectations (carry your weight, be kind, give feedback, and get smarter), pencils, paper, liners, and money are not toys.
Minutes	Procedures	
2-3	Set-up/Prep: <ul style="list-style-type: none"> ▪ Muffin liners numbered with a certain amount of money (e.g., \$0.47) ▪ Money for each group of students ▪ Pom pom for each group of students 	
4-5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> ▪ Talk to the class about how this is the first lesson I am teaching you, so we don't know much about each other. ▪ On the board there is a poster about information about myself. But in order to know the information, you must solve math problems ▪ Give the class about 2 minutes to solve the problems. Then go over the poster. ▪ After going over the poster, talk about the money activity we are going to be doing today. ▪ Talk about the numbers strings that they added to know about me are the same thing they will be doing with money just different numbers. $5+1+10+25=\\$0.41$ the same as $1+1+3=5$ 	
5-8	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> ▪ Talk to the students about before going into the activity, that we must review the coins and their value. ▪ Ask them what coin has the smallest value, or is worth the least? ▪ Do you know what value of a coin is? <ul style="list-style-type: none"> ○ Have the students raise their hand and call on one student for name and one for the value ○ Say penny chant with the students "penny penny, easily spent, copper brown, and worth 1 cent!" ▪ Ask the students what coin this is (have a nickel in hand and walk around so students can see) and how much it is worth <ul style="list-style-type: none"> ○ Have students raise hand, and call on a student for name and one for value ○ Say nickel chant with students "nickel nickel, thick and fat, you're worth 5 cents, I know that!" ▪ Ask the students what coin this is (hold dime in hand and walk around and show students) and how much it is worth <ul style="list-style-type: none"> ○ Have students raise hand, and call on a student for the name of the coin and another for the value ○ Say dime chant with students "dime dime, little and thin, I remember you're worth 10!" ▪ Ask the student what coin has the biggest value (if they don't know grab a quarter and hold it and walk around so they are able to see it) <ul style="list-style-type: none"> ○ Have students raise their hand and call on one student for name of the coin and another for the value of the coin ○ Say quarter chant with students "quarter quarter, big and bold, you're worth 25, I am told!" 	

Money Lesson Plan

	<ul style="list-style-type: none"> ▪ Now that we know our coins and their values, lets do some practice ▪ Turn and talk to you're partner about how we can make 48 cents, <ul style="list-style-type: none"> ○ Call on student and have them tell or show how to make the amount of change ○ Continue with 25 cents and 89. ▪ Let talk about what we are going to be doing in math today ▪ We are going to be doing a little activity with a partner. ▪ Each group is going to get some muffin liners that are going to have numbers written in them, some coins, and a pom pom. Each group will also need a paper and pencil. ▪ Mrs. Dockter and I are going to show you how it is supposed to look. ▪ The group will put their muffin liners on the floor in front of them. ▪ Write your names on the sheet of paper. ▪ Then the partners will decide who gets to go first, if you can't decide use rock paper scissors ▪ The partner who goes first will grab the pom pom and toss it into a muffin liner ▪ When the pom pom is in the liner the person who tossed it will pick it up and say the number that is in the liner. ▪ The other partner will grab the paper and pencil and write how they would make the amount of money, while the partner who tossed the pom pom will demonstrate the amount with coins. <ul style="list-style-type: none"> ○ There can be different ways to make each amount, so talk to you're partner about your answer so he/she can help you if you got the wrong answer ○ If your partner gets it wrong, help them make the right amount. (Remember we are not teasing, we are helping our partner so we can all get smarter through the activity) ▪ Once the liner has been completed and you think the right amount has been made, take the liner out and put it to the side ▪ Then it is the other partners (who used paper and pencil) turn to toss the pom pom and use the coins, and the partner who used coins to use paper and pencil ▪ Does anyone have any questions about how this activity works? <ul style="list-style-type: none"> ○ If yes, answer the questions ○ If no, go to next section
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ▪ I am going to partner you up ▪ Once I tell you who your partner is you can get up ▪ The first name I call will go to their desk and grab a piece of paper and a pencil and find an area in the classroom. The second name I call will grab money, a pom pom and the muffin liners. <ul style="list-style-type: none"> ○ Remember to find an area in the room that will be a good spot for you to learn and get smarter ○ Voices should be at 1-2 during this activity. ▪ Then start grouping students
3-5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ▪ Get students attention: <ul style="list-style-type: none"> ○ Have them rip out their sheet of paper and clean up their areas ○ Bring their material to the front and put them away. ○ Once finished sit down at the carpet. ○ Review what was learned and then have them return to their desk and complete math page ?? and hand it in when completed
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> ▪ Informative – Walking around the classroom while the activity is going on. There is a name sheet that I can write this on if needed about students that might need additional help or not ▪ Formative – Math page 57 and 58 that is going to be turned in <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ▪ I will put money under the projector so that students are able to see the amount, and have them write their answers of how to make that certain amount of money on a sticky note and hand in their sticky note. 	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> ▪ See attachment on the back of the lesson plan
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ol style="list-style-type: none"> 1. (9/26 @ 2:00) - I was honestly very excited to teach the lesson. I taught the kids earlier in the morning and it was great, so I thought teaching the math lesson would be great too. It definitely wasn't. I would have changed many different things about the lesson now that I have taught it and saw how everything went. I was very 	

Money Lesson Plan

frustrated while teaching, and I skipped the main part of the lesson, to actually teach the students. They were so ancy that I just skipped over talking about and explaining number strings and just assumed that they knew it. As a teacher you can never skip the teaching part of the lesson. As soon as I skipped that part, I knew I made a mistake. But at the time I felt like I couldn't go back, which is wrong. As a teacher I can't be afraid to stop them and bring them back and redo or do something.

I also got very flustered when they didn't follow the procedure and got excited and grabbed things without listening. Not everything goes as planned, and that's okay. But the students also need to know how to listen and follow directions. I didn't get to finish my expectations like voices at a 0 and that was a big mistake. While the activity was going on, it was noisier than I had planned, students were arguing, and there were students crying. I think everyone was just frustrated, and that happens. Our whole day was kind of off since lunchtime, which didn't make teaching any easier. If I were to teach it again, I would differentiate the lesson more. I would give students who are frustrated easier number to start with, maybe at the back table. I would start the students off that need a challenge with harder amounts of money. I also would bring the class back and make them listen to my procedure and then make them show me they know how to do it. I would also include more movement in the lesson because they were kind of all over. I thought I wouldn't need much activity since they just came from gym. Students always need movement though, they can only sit still for so long. Although I was very frustrated, I needed to keep calm and show the students that everything was okay.

2. (9/27/17 @ 9:00) – This lesson went 100 times better than the first time. I am very glad I was given the opportunity to re teach the lesson to the students. I made many changes while teaching the lesson and during the activity. I used many of the suggestions that Mrs. Hager gave me to try and make the lesson better for me but also the students. During the instructional time, the students were actually sitting nice and quiet while I was teaching. We did many examples of how to form different amounts of money on the board, because it turns out a lot of them didn't know how to do it even though they knew the amount for each coin. Not only did I go over the examples, I showed them different ways and we counted out each way. The students really liked to help make the amounts, because they felt like they were part of teaching other students when they were able to do it. During the activity, I gave students above proficiency dollar bills and harder amounts of money at the beginning, and I brought the below proficiency students to the back table with me. We started with amounts below 10, and slowly moved up. The students liked the activity more this way because they did not get as frustrated because they were learning at their level. During the activity I also took the paper and pencil out, and just let both partners work with money or help each other out. My biggest thing was to shorten up the activity and I did, and it went way better. The students were sad they had to put it away, but said that would be more excited the next time they would be able to play. I think re teaching this gave me a great experience, it shows that just because it did not go as planned, doesn't mean you can't re-try and make it better.