

Annotated Lesson Plan Form

Name: Carrie Casto

A. Description of Lesson Plan

Academic Subject: Math

Topic of Lesson: Money

Grade Level: First Grade

Standards Integrated into Lesson: (Please limit to 2-3)

Maryland Voluntary State Curriculum (School Improvement in Maryland, 2008)
6.0.3 Apply knowledge of money

Maryland Technology Literacy Standards for Students (2007)
Standard 3.A.1.a. Use and understand how technology enhances learning.

Learning Objectives for the Lesson: The students will -

- a-Determine the value of a given set of mixed currency up to \$1
- b-Demonstrate monetary value using real or play coins
- c-Compare the value of 2 sets of same currency up to \$1.00

Featured Technologies:

Visualizer, SMARTBoard, computer, laptop, LCD projector

Prerequisite Student Skills:

- Count by 1's to 100
- Count by 5's to 100
- Count by 10's to 100
- Count by 25's to 100
- Familiar with SMART technology
- Able to play simple game on the computer

Brief Overview of Lesson: Students will identify a penny, nickel, dime and quarter. The students will be able to tell what each coin is worth and add coins up to \$1.00.

Teacher To Teacher: Student need to know how to count by 5's and 10's before attempting any lesson on money.

Procedures/Daily Activities:

Prior to the lesson

- a. Every morning since the first day of school, we place a penny in our 100's chart as we count how many days of school we have had. We place nickel when we have 5 pennies and a dime when we have 10 pennies or 2 nickels.
- b. Days before the lesson begins, include books about money. (The Penny Pot, Alexander, Who Used to be Rich Last Sunday,)

Day 1

- c. Pass out play money: pennies and nickels. The students get 5 minutes to “play” with them.
- d. With their buddy (students sit with a learning buddy), they describe the coins. Color, pictures etc.
- e. I wander around and listen to what they say. I chart the information on the SMARTBoard.
- f. Ask students to show various amounts of money on their desks: 2c, 5c, 10c, etc (work with their buddy)
- g. Ask students how they got their answers. Tell about the money. (S: I know that a nickel is equal to 5c and a penny is equal to 1c. If I have 1 nickel and 2 pennies, that is equal to 7c.)

Day 2

- h. Pass out play money: pennies and nickels
- i. Review characteristics: use chart from Day1 to review
- j. Pass out dimes
- k. Describe: add to the chart
- l. Ask students to show various amounts of money on their desks. Ask students how they got their answers. Tell about the money.

Day 3

- m. Worksheet: Students will identify black and white drawings of pennies, nickels and dimes. The directions have the student color the coins: pennies are yellow, nickels are green and dimes are blue.
- n. Review the monetary amounts of pennies, nickels and dimes.
- o. Play a computer game on the SMART Board: Coin Memory game from www.usmint.gov/kids/games/ (Students will be able to play on their own during their computer time.)
- p. Using SMART Board, show money amounts up to 25c. Students write the amount on their chalk boards. Model using Visualizer. (Do a quick visual assessment of students who need more practice).

Day 4

- q. Warm-up worksheet: Students will match monetary amounts to the coins by cutting out coins and pasting them next to the numerical amounts.
- r. Play a computer game on the SMART Board. <http://www.learningmoneyskills.com/lesson/inpcountcoins.asp>
- s. Students who need more practice will play the computer game.
- t. Students who have shown understanding will do challenge work: Show 2 ways to make 20c etc. Cut and paste money to show amounts.

Day 5

- u. Review: play coins, Smartboard, chalkboards, computer games as needed

Day 6

- v. Assessment: Worksheet -students will identify coins and their amounts, cut and paste coins to show the cost amount.

Other activities: Morning work will include money concepts, continue money Read-alouds, Morning messages and sentence practice will include money vocabulary.

Student Assessment and Evaluation – I use various techniques to assess the learning. I use any method of active participation I can come up with. All the students must be engaged at all times. Money manipulatives and chalkboards do the job with this lesson. While a student is working at the SMARTboard, all of the rest of the students are drawing or writing on their chalkboards. I can see all the students work as I gaze around the room. The students who are slower learners are able to look at their classmates work and determine whether or not they are on target. I also make the students explain their answers. If a student is able to explain an answer, he understands the concept. I also use worksheets to get a picture of who still needs help in a given area.

B. Analysis (Rationale)

Rationale for Activities:

- I have always used the chalkboards and manipulatives. I have used the SMARTboard for the first time this school year. The boys and girls love to come work at the board. It helps with motivation and behavior. I have found that many students need more practice than others. The money games on the computer help them practice.
- The students need to be motivated to learn. All the students need to be actively engaged. These activities encourage both to happen.
- I have a very active class. They enjoy moving and visiting. When the students are asked to learn with each other, it gives them talking time. When they are asked to go to the SMARTboard, then they get to move. If they want the privilege, they behave.
- My students do not get much time to learn about money with their families. They don't have spending money or lunch money. They need to become familiar with money and begin to understand it's value.

Explanation of Technology Enhancement:

- Both the SMARTboard and the computer games have augmented student learning. I have used large coins that are magnetic in the past and adhered them to the chalkboard. I have labeled them and listed characteristics of the coins. Then, after the lesson I have erased them. The SMARTboard allows me to save a lesson so that I can open the next lesson with the same page I ended with. I can also flip through the pages to remind the students of a specific point. I can also go back and teach a mini lesson with that information to a student who was absent. The games are a great review. Many students go home and continue practicing the games.
- The technology is just fun. The kids love to use it. I'm sure that when they are excited to use the technology, they are learning more.
- If students are actively engaged in learning, then they will learn more. The technology chosen is fun and engaging. This keeps students learning. They learn more than the money lesson, they also learn how to use the technology. The students do not have blinders on. They don't see what technology can NOT do. They use their imaginations to come up with new exciting things they can do with it. Hence, new technology!

C. Reflection

Your Learning about Technology: During the two previous years I used a visualizer to teach this lesson. I was thrilled with having real coins to display for the students. It was always a bit frustrating to not be able to write on the screen. I was going buy a sheet of white wood (melamine?) to put on the chalkboard tray so that I could write with wipe-off markers but I received a SMARTboard and didn't have to! Money counting computer games were not as available last year.

Future Explorations: If I had control of the curriculum I wouldn't cram all the money lessons into one unit. I would incorporate into lessons in the early part of the year with counting. Then the students would already know the values of the coins before this lesson. I will use coins as counters next fall. I will include computer games that identify coins before the lessons.

I am very lucky to have the technology available to me. I had begun to take it for granted. Many of my peers do not have the SMARTtechnology. I would dislike going back to the chalkboard lessons. Many other teachers are more adventurous with using the web to explore than I. It makes me nervous. I worry about students finding things on the web that they don't need to see. I was glad that my peers pointed out that I hadn't specified my assessments.

D. Annotated References

References

Murphy, S. (1998). The penny pot. New York:Harper Collins Children's Books.

Technology for Learning and Collaboration. (2007). Maryland Technology Literacy Standards for Students.

Using the VSC: Mathematics, Grade1. (2008). School Improvement in Maryland. Mdk12.org.

Viorst, J. (1978). Alexander, who used to be rich last Sunday. New York: Aladdin Paperbacks.