

**Name:** Leta Roberts

**Topic:** Money – Using R & R to Teach Mathematics

**Grade Level/Subject:** Second/Mathematics

**Objectives(P.A.S.S.):** Standard 4.3.b – Identify and count money

**Objective:** The students will identify each coin and its assigned value. The students will count money with different coins up to totals of one dollar. The students will spend money and keep track of how much money they are spending.

**Materials:** Alexander. Who Used to Be Rich Last Sunday by Judith Viorst

Blackboard/Overhead/Chart Paper

Plastic money

Pocket

Objects that students would like to purchase, PRICED

"Choice" Chart

Calculators

**Instruction:**

*1. Introduction:*

Read the book titled Alexander. Who Used to Be Rich Last Sunday to the class.

*2. Instructional process:*

After reading the story, the whole class will make a list of how Alexander's money was spent, and how much each "choice" cost him. This list will either be made on the blackboard, a large sheet of chart paper, or the overhead; so that it will remain in the student's view (there are nine choices in all). The students will then need to work with a partner and calculate how much money Alexander spent all total. They will use their plastic money to count out the money, and then check their answer with the calculator. Everyone will then report their final answer and agree that Alexander spent a dollar in all.

*3. Practice:*

The students will then work individually. The teacher will have, placed around the room, a variety of objects that would interest the students in her classroom, and every item will have a clearly marked price tag. The students will make a list of how they would spend a dollar, writing their choices on one side of the list and how much it will cost them on the other side. The students will be cautioned that although they do have a dollar, they do not have to spend exactly a dollar. They will then take their pocket, cut it out, and glue it to a

piece of construction paper (making sure to leave an opening at the top to slide coins in). They will then count out enough money for every item and put the money in their pocket.

#### *D. Closure*

The students will trade pockets and count the money in each other's pocket. They will first count out the money, and can use a calculator to check their answer. The money in every person's pocket will be different, and they will need to check with the owner of the pocket to make sure that they agree on the amount of money in the pocket, and if they do not agree, they will need to work together to come with an answer that they do agree on.

#### **Assessment:**

Evaluate the students by the following rubric:

Did they give thoughtful and significant contribution to class discussion?

Did they give accurate answers to comprehension questions about the story?

Did they participate in counting out money and working together?

#### **Modifications/Accommodations:**

Allow IEP students to work with another student to help solve the amount of money in each pocket.

**Reflection:** The students enjoyed the opportunity to choose the items they wanted to buy. They also liked the idea of the making of the pocket with the money they had spent. Double checking their answers of the money amounts by using their calculator also gave them a chance to use technology.