

AVLN TECHNOLOGY IN THE EARLY ELEMENTARY CLASSROOM FINAL PROJECT

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Title: "Money In My Pocket"

Subjects: Math and Technology

Grade Level: Second Grade

Description:

Many activities are included in this Math Unit on Money. The students will be learning about: a brief history of money, the use of money, working with money, doing the basic adding and subtracting with money, making decisions on how to "spend their money", and what their responsibilities are to God in the use of money.

Faith Integration:

There will be discussion with the students on how everything belongs to God and we are to be good stewards with what God has given us. The following Bible story verses will be shared and personalized: Mark 12:41-44 - *The Widow's Mites*, Psalm 24:1 & 2, Haggai 2:8, Psalm 50:10 & 11 - *Everything is the Lord's*, Proverbs 3:9 - *Honor God*, Leviticus 27:30, Deuteronomy 14:22 - *Tithe*, Deuteronomy 16:17 - *Give as you are able*, and Matthew 25:14-30 - *Talents*.

Curriculum Benchmarks:

*North American Division Curriculum Guide for 2nd grade Math

- ✍ Solves a multi-step word problem requiring addition and subtraction of whole number money amounts
- ✍ Chooses the number sentence which can be used to estimate the answer to a given problem
- ✍ Writes a number sentence by a picture or an array
- ✍ Determines amounts of money in a collection and makes change

*North American Division Technology Integration Overview for 2nd Grade Math

- ✍ Simulations, tutorials, drill & practice, animated programs
- ✍ Vocabulary, counting devices, word problems
- ✍ Play store
- ✍ Role playing jobs
- ✍ Handling equipment, sharing
- ✍ Disk handling, number keys

Materials/Hardware/Software:

- ✍ Bibles for Faith Integration
- ✍ Books for Story Time
 - Penny in the Road, by Katharine Wilson Precek (Macmillan Publishing Co.)
 - My Rows and Piles of Coins, by Tololwa M. Mollel (Clarion Books)
 - I Know America: Money Book, (Really Good Stuff)
 - Sam and the Lucky Money, by Karen Chin (Really Good Stuff)
- ✍ Websites
 - Practical Money Skills for Students
(<http://www.funbrain.com/cashreg/index.html>),
 - Money Experience for Kids (<http://www.edu4kids.com/money/>),
 - U.S. Mint (www.usmint.gov/kids) of particular interest is a Lesson Plan entitled, "How Much For Your Name?" (See example A)
- ✍ Software: Kid Pix, Jump Start Second Grade
- ✍ Geo Safari with coin cards
- ✍ "Hands on corner" play store & calculator
- ✍ "Wrap-ups" working with money
- ✍ Newspaper ads
- ✍ Math songs CD
 - Math Concepts Intelli-Tunes by Ron Brown
- ✍ Overhead projector & money
- ✍ Video, Inside The U.S. Mint (Discovery Channel Video)
- ✍ "Gem" baskets & savings books (reward system throughout the school year)
- ✍ Rubber stamps
- ✍ Coins for making rubbings

Teacher Preparation:

- Gather different items and price them for the classroom "store".
- Prepare a cash box for the "store" (and calculator)
- Prepare and copy an outline for the home "spending" project (See example B)

- Have an extra supply of newspaper ads on hand
- Gather overhead projector and money pieces
- Pick up enough savings books for one per student (Local banks will donate them)
- Make sure computers are equipped with the two software programs
- Have availability to the internet for the websites

Student Preparation:

- Students should be familiar with the two software programs and how to work with the animation (previous experience would be helpful)
- Students should know how to work with a calculator
- Students should be collecting newspaper advertisements at home from the Sunday paper (teacher can have an extra supply for those that don't get a newspaper)

Activities/Procedures:

- “Gems” are used as a reward system in the classroom. They can be given or taken away. This would be used throughout the school year. Each week the “gems” are put into savings and recorded in their personal savings books. Twice a month the students can “buy” something with their savings. The teacher will have different baskets with trinkets that can be purchased for 1 gem, 10 gems, 25 gems, 50 gems, 75 gems, and 100 gems. (1 gem = about a penny in value) When the Math Unit in money is taught, the “gems” can easily be related to the coin values.
- Begin the Unit by sharing the history of our money. Talk about what people did before we had the bills and coins that we have now.
- Pages in the required textbook will be assigned that go with this Unit.
- Read the books mentioned above for story time.
- As a class group, learn the money songs on the CD and decide together what motions would be good to go with each song. (10's Liftoff, Let's Count by Fives, and Piggy Bank)
- Put various money related manipulatives in stations for hands-on activities such as:
 - ✍ dice with coin pictures -- roll two of them and add the amount
 - ✍ use coin stamp pads or coin rubbings to make worksheets for fellow students
 - ✍ Geo Safari has worksheets with money
 - ✍ Coin-u-lator (A small electronic game that can be muted!)
 - ✍ As a class, check the websites
 - ✍ Jump Start Second Grade has sections that work with money
 - ✍ Students can use Kid Pix stamps to set up items for sale with prices, their fellow classmates could then shop “online”. (See example C)

Assessment/Evaluation:

Students would take the standardized test from the text book.

The teacher would get a print out from the software programs completed.

A rubric would be used to evaluate the students work on this unit. (See example D)

Follow-up Activities:

Field Trip to a Local Bank

Weekly Banking or Buying with "Gems"

Have students bring money from different countries for "Show & Tell"

Visit the website: www.comerceonline.com (They will send out a representative to your classroom once a week for six weeks.)

*Example A

HOW MUCH FOR YOUR NAME?

| | | | | | | |
|------|------|------|------|------|------|------|
| A=1 | B=2 | C=3 | D=4 | E=5 | F=6 | G=7 |
| H=8 | I=9 | J=10 | K=11 | L=12 | M=13 | N=14 |
| O=15 | P=16 | Q=17 | R=18 | S=19 | T=20 | U=21 |
| V=22 | W=23 | X=24 | Y=25 | Z=26 | | |

What coin combinations could you use? Draw three different groupings of coins that equal your name.

Example: Ron

$$\begin{array}{ccccccc} & R & & o & & n & \\ & 18 & + & 15 & + & 14 & = & 47 \text{ cents} \end{array}$$

1. 4 dimes, 1 nickel, 2 pennies
2. 47 pennies
3. 2 dimes, 6 nickels, 7 pennies

*Example B

Second Grade - Modesto Adventist Academy

Name: _____

Math Project to work on at home with a parent.

Due back at school: _____

Pretend that I give you a total of \$200.00 to buy something for each person in your family! What would you choose?

Look through the advertisements and pictures of a Sunday newspaper and fill in the following chart with prices and pictures to show how you would spend your money. Don't forget something for Jesus! Be sure to add up the money and write in the total. If you need more room, you can use the back side too.

Happy Shopping!

Mrs. Rasmussen

| Picture of Item and Whom It's For | Price of Item |
|-----------------------------------|---------------|
|-----------------------------------|---------------|

\$ _____.

\$ _____.

\$ _____.

\$ _____.

\$ _____.

Total: \$ _____.

Isn't it fun to give gifts to others? ✍

*Example C

May I take your order?



\$75.00



\$0.95



\$37.50



\$4.52



\$7.35



\$11.95

*Example D is the Rubric

Collaborative Work Skills: **Money In My Pocket**

Teacher name: Mrs. Rasmussen

Student Name _____

| CATEGORY | Excellent | Good | Satisfactory | Needs Improvement |
|----------------------------|---|---|--|--|
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| Time-management | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s). |
| Focus on the task | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |