

## G. Designing the Instructional Unit

**1. Unit Title:**  
**P3 Money**

**2. Learning Context and Implications:**

**My class consists of 24 students in a self-contained, collaborative classroom. Within my class I have 9 boys and 15 girls. I have 3 African American students and one Hispanic student. The rest of the class is Caucasian. My Hispanic student is female and speaks both Spanish and English fluently. The age group of my students falls between 8 and 10. The majority of the students have turned 9 this year. I have five Special Education students in my room, and another with an IEP for speech. The Special Education students consist of MMD, EBD, LD, and one student is severely Autistic, and requires assistance throughout the day. I also have one student who is involved in enrichment and will qualify for the gifted program offered at the school. Due to my diverse classroom it is essential that when planning the unit I make sure to differentiate instruction to meet the needs of all my students. It is very important to me that all my students succeed in this unit, so it will require detailed planning on my part. I have gotten to know my students very well this year, so that will help in planning a unit around all of their needs.**

**The rationale for teaching this unit is that all students need to learn how to count and utilize money. It is a skill that is necessary and will be used in their everyday lives as adults. It is beneficial to students that this skill is introduced at an early age and consistently reviewed throughout their elementary education. Not only is the use of money a life skill, but it is a standard in the Kentucky Core Content that is to be taught and assessed.**

**The Comprehensive School Improvement Plan of this school is to close the achievement gap in reading between those with and without free and reduced lunch. The achievement gap in math is also something that the school is working on improving. In order for the achievement gap to close the school will focus on curriculum and instruction and aligning both with the state standards. The school also focuses heavily on analysis of student work and the use of local assessments helps guide future instructional decisions. The local and state assessments allow the school to determine the progress of individual students and the school as a whole.**

**Technology is very important to utilize when planning and teaching a unit. Fortunately I have various forms of technology that are readily available to me. There are two student computers classroom at all times. The computer lab is also available to be checked out and utilized. Teachers and students also have access to the mobile lab which contains more than twenty internet accessible lap top computers. We also have access to two SMART boards, and ELMOS. My classroom also has a TV that can be utilized to watch educational videos that tie in with the content being taught. The library also has many videos and computers that can be used as well.**

**3. Key Concepts/Big Issues/Essential Question Focus:**

**For this unit the main concepts that I want the students to master are:**

**Identify coins by their value.**

**Combine coins to make a given amount.**

**Use correct money symbols.**

**Add and subtract decimals related to money.**

**Solve real-world problems related to adding and subtracting decimals related to money.**

**4. Statement of Objectives for the Unit:**

**Objective 1: Students will apply standard units to identify coins by value.**

**Objective 2: Students will combine the fewest coins possible to make a given amount.**

**Objective 3: Students will add and subtract decimals related to money.**

**Objective 4: Students will solve real-world problems related to adding or subtracting decimals related to money.**

**5. Kentucky Core Content and Program of Studies to be Addressed:**

**Academic Expectations: 1.1 Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

**Core Content: MA-EP-2.1.1 Apply standard units to measure money (identify coins and bills by value)**

**MA-EP-1.3.1 Analyze real-world situations to identify the appropriate mathematical operations, and will apply operations to solve real-world problems with the following constraints: Add and subtract decimals related to money.**

**Program of Studies:**

**Students will apply standard units to measure money.**

**Students will add and subtract decimals related to money.**

**Students will combine coins and bills to make a given amount and make change up to a dollar.**

**Students will describe, define, give examples of and use to solve real-world and/or mathematical problems.**

**6. Levels and Categories of Student Performance Expected:**

**Categories of student performance include: pre and post assessments, formative assessments, self-assessments, centers and group work, and independent work. The students will also be required to answer an Open Response Question that is related to the unit. The various DOK levels are 2 and 3.**

**7. Communication with Students, Caregivers, Colleagues:**

**The students and caregivers will be provided with the graded daily assessments. The parents will also receive their child's graded pre and post assessment. The students will also be provided with homework pertaining to the unit. Colleagues will be provided a copy of the unit, and will receive feedback during the weekly team meetings.**