

<b>Task A2 – Liza Wakeatnite</b>
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**Name:** Liza Wakeatnite

**Date:** 3/15/06

**Age/Grade Level:** Third

**# of Students:** 23 **# of IEP Students:** 4 **# of GSSP Students** 1 **# of LEP Students** 0

**Subject:** Math **Major Content:** Counting Money **Lesson Length:** 50 min

**Unit Title:** Money **Lesson Number and Title:** #3 Restaurant

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**Context**

In this unit the students have been reviewing what they have previously learned about money. In first and second grade the students worked extensively with money. For this particular unit the students are using their prior knowledge and applying that to the objectives of the lesson/unit. This is the third lesson in the unit and the students are going to be applying the skill of adding and subtracting decimals to a real life situation. The students will pretend that they are either a waiter or customer in a restaurant and they must add up the total cost of their order. The students must then combine dollars and coins to make to make a given amount or pay for the order. In the previous lesson the students used the SMART Board to identify coins and their value, and they learned how to add and subtract decimals as well. In this lesson the students will be using the SMART Board to review the previous day's lesson.

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**Objectives**

1. Students must identify coins by their value.
  2. Students will be able to combine coins to make a given amount.
  3. Students will be able to add and subtract decimals related to money.
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**Connections.**

*MA-EP-2.1.1 apply standard units to measure money (identify coins and bills by value) Use the money symbols of cents and dollars, and combine coins to make a given amount.*

In this lesson the students will be combining coins to make a given amount, and will be asked to identify coins by their 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.* In this lesson the students will be applying the mathematical operation of adding and subtracting decimals to a real-life situation. They will be ordering and taking orders from a restaurant menu. They will be required to add items that are ordered, and then pay for it using manipulative money. They must be able to combine the coins and bills to make the specified amount.

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**Assessment Plan**

Objective Number	Type of Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations and/or Accommodations
Objective 1	Formative	Students must identify coins by their value when asked.	2	Prompt or cue for students with IEP modifications. Small group for students who are having difficulty.
Objective 2	Summative	Students correctly combine coins to make a given amount	2	Students having difficulty may work in small group together with teacher or other adult.
Objective 3	Formative	Students will use coins to count to a dollar.	2	Students having difficulty may work in small group together with teacher or other adult

**Resources, media and technology**

- Small chalk boards or dry erase boards
- Chalk or dry erase markers
- SMART BOARD
- Manipulative money
- Menu
- Waiter identification cards
- Pencils
- Menu worksheet

**Procedures**

- CHAMP the lesson before you begin, explain to the class that following CHAMPS will enable the lesson to go smoothly and more learning will take place.
- Go over class rules before you begin. Explain to the class that following the rules is very important and vital to the success of the lesson.
- Begin the lesson by asking the students what we have been studying in our math time. Ask the students if they know any real life ways that we use money. Allow some student response and discussion time if necessary. Explain to the class that

they will be put in a real life situation that is related to adding and possibly subtracting decimals related to money.

- Using the SMART Board, review the names and values of each coin, and call on students to use the SMART board.
- Throughout the lesson pass out Bonus Bucks to those students who are following the CHAMP guidelines and the class rules.
- After reviewing the coins, dollar bill and their value, it is time to start reviewing adding decimals related to money.
- Pass out individual chalkboards, chalk, and tissue to each student.
- Write some example problems on the SMART Board and call on students to come up to the board to work them out. The rest of the class should be working the problems at their seat on their chalkboards.
- After reviewing this skill and doing several examples, tell the class to split into their restaurant groups. The groups should be pre-assigned to save instructional time.
- Pass out menus to the tables.
- The students may be working in groups of two to three, and they are pretending that they are at a restaurant. One person will be the waiter, and they will have a sign that designates that they are the waiter. The waiter will take another student's order and will then be required to add up the order. The other student or customer will then be required to combine coins and/or bills to reach the specified total. The customer will have manipulative money to pay for the order. The students then switch roles.
- After the skill of adding and counting the money has been mastered, the students will be required to make change or subtract decimals related to money.
- The teacher should walk around to all groups during this activity and monitor the progress of all the students.
- After significant time in groups the students will be required to complete an exit slip that is related to the restaurant activity, and this will be done independently.
- Collect materials and clean up.

## Rubric for Exit Slip

4	3	2	1	0
-Correctly answers all questions.	-Correctly answers most questions.	- Correctly answers some questions.	- Incorrectly answers most questions.	- Answers no parts of any question.

## Rosie D Diner

Hot Dog.....\$1.00

Hamburger.....\$1.25

Grilled Cheese.....\$0.85

Chicken Tenders.....\$2.50

### Sides

French Fries.....\$1.05

Chips.....\$0.75

Tater Tots.....\$1.10

### Drinks

Soda.....\$1.25

Juice.....\$1.00

Milk.....\$0.50

Name: \_\_\_\_\_

## Money Pre-Test

**Fill in the blanks with the words in the word box below.**

Five	Six	Ten	Twenty Five	One
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1. A dime is worth \_\_\_\_\_ cent(s).
2. A quarter is worth \_\_\_\_\_ cent(s).
3. A penny is worth \_\_\_\_\_ cent(s).
4. A nickel is worth \_\_\_\_\_ cent(s).

**Multiple Choice: Circle the best possible answer.**

5. How many quarters does it take to equal one dollar?
  - a. 5
  - b. 3
  - c. 4
  - d. 2
6. How many pennies does it take to equal one dollar?
  - a. 25
  - b. 80
  - c. 100
  - d. 150
7. Which combination of coins is equal to one dollar?
  - a. 2 quarters and 2 dimes
  - b. 3 quarters, one nickel and two dimes
  - c. 10 nickels and 3 dimes

**Add or subtract the following problems.**

$$\begin{array}{r} \$0.84 \\ +\$0.27 \\ \hline \end{array}$$

$$\begin{array}{r} \$1.25 \\ - \$0.19 \\ \hline \end{array}$$

$$\begin{array}{r} \$2.21 \\ +\$3.79 \\ \hline \end{array}$$

Name: \_\_\_\_\_

## Money Post-Test

How many of each of the coins below does it take to make \$1.00?

\_\_\_\_\_ dimes = \$1.00

\_\_\_\_\_ nickels = \$1.00

\_\_\_\_\_ quarters = \$1.00

\_\_\_\_\_ pennies = \$1.00

Draw the fewest coins and/or bills possible to make the specified amount.

	<b>\$0.32</b>
	<b>\$1.83</b>
	<b>\$5.27</b>
	<b>\$2.19</b>

Add or subtract the following problems.

$$\begin{array}{r} \$1.23 \\ +\$0.65 \\ \hline \end{array}$$

$$\begin{array}{r} \$0.26 \\ -\$0.18 \\ \hline \end{array}$$

$$\begin{array}{r} \$3.87 \\ +\$2.29 \\ \hline \end{array}$$

$$\begin{array}{r} \$2.03 \\ -\$1.29 \\ \hline \end{array}$$