atlas ABE Teaching & Learning Advancement System
HAMLINE UNIVERSITY

Unit Overview

Instructor/Program: Anna Webber **Course/Setting:** Beginning Literacy class

NRS or CCRS Level(s): 5.NBT.7 **Unit Theme:** Currency **Length (e.g., hours, days):** 2 hours

Rationale for this Unit: (Why is this unit important to my students?)

Being able to add amounts of money is very important in our students' day-to-day life.

Instructional Objective(s):

Students will be able to add decimals using concrete models.

Coherence:

Prerequisite or foundational content students need to succeed in the lesson:
-Counting to 100
-Adding whole numbers
- Regrouping

Description of how the content of the lesson is related to other content taught at the lesson's level:
-Reading and writing whole numbers and decimals
-Understand place value

Description of how content connects to future learning:
-Need to know addition to understand subtraction, multiplication, and division of decimals
-Will help students to understand fractions in the future

Components of Rigor:

__X__ Conceptual Understanding __X__ Procedural Skill and Fluency
__X__ Application

Focus:

CCR Standard(s):

Primary Standard(s) (1-2 per lesson) :
5.NBT.7

Supporting Standard(s):
1.NBT.4

ACES TIF Skill(s):

1.EC.a.c.e
1.LS.a
3.LS.a.c.d
2.CT.a-e
1.SM.c-e
1.Ns.a-c

Northstar Digital Literacy Standard(s):

N/A

Additional Content Standards or Skills: (e.g. career, science, social studies, etc.)

Consumer literacy
Financial literacy
Customer service (careers)

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Standards for Mathematical Practice: *Only select the 2-4 practices that are central to the lesson*

__MP 1: *Make sense of problems and persevere in solving them*
__MP 2: *Reason abstractly and quantitatively*
_X_MP 3: *Construct viable arguments and critique the reasoning of others*
__MP 4: *Model with mathematics*
_X_MP 5: *Use appropriate tools strategically*
_X_MP 6: *Attend to precision*
__MP 7: *Look for and make use of structure*
__MP 8: *Look for and express regularity in repeated reasoning*

Level(s) of Knowing:

_X_Intuitive: *Linking to what students already know*
_X_Concrete: *Moving manipulatives*
__Pictorial: *Drawing pictures*
_X_Abstract: *Writing with symbols and numbers*
_X_Application: *Applying to different situations*
_X_Communication: *Explaining concepts, process and/or solutions to others*

Materials:

-Number chart
-General vocabulary sheet and flashcards
-Bill and coin vocabulary sheet
-Fake money (bills and coins)
-Place value chart (whole numbers)
-Place value chart (decimals)
-Simple shopping ad
-Shopping ad worksheet

Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:

Misunderstanding the numbers that are said

Adaptations and/or Accommodations: (How will EVERY student have access to the content of the lesson?)

For students that are struggling with the review, a volunteer will work one-on-one with the student to review addition of whole numbers.

If many students are struggling with the number concepts, this lesson should be stopped and returned to later, or if it is a small group, a volunteer could work with those students on basic number concepts.

Advanced students will assist struggling students.

Key Math Terms and Symbols:

Add (+), equals (=)
Hundredths
Tenths
Review of Hundreds/Tens/Ones
Whole Numbers
Place Value
Decimals

Academic Vocabulary and Additional Language Demands: (Non-math academic vocabulary and other language that may impact a student's ability to access the content in directions, examples, problems, etc.)

Dollar ($), cent (¢), money, receipt, expensive, cheap, dozen, gallon, lb. (pound)

Teacher Reflection

Notes for next time:

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Lesson Plan

Instructor/Program: Anna Webber **Course/Setting:** Beginning Literacy

Instructional Objective(s): *(Statements written in teacher language, derived from content standards)*	At the end of this lesson, students will be able to: Add decimals using concrete models.
Assessing Mastery of the Objective(s): *(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)*	By the end of this lesson, the students will be able to *<u>add two decimals</u>* as evidenced by *<u>completion of the worksheet associated with the shopping ad</u>*.
Learning Target(s): *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)*	"I can add the price of two items together."
Introduction:	Review numbers and number pronunciation with students using the **number chart**. Read the numbers together, then have students go around the room and each say one number as they count to 100. Review money vocabulary using the **money vocabulary sheet and cards**. Start with the general money vocabulary sheet and have students listen and repeat the words to work on pronunciation. Then have students work in pairs to match the word flashcard to the picture flashcard. Then use the **vocabulary sheet with the pictures of coins and bills** to review the names of the different types of currency. Read and discuss together. Review basic money counting using the **fake money**. First pass out the bills – give each student 5 $20, 5 $5, and 5 $1. Give the students the **place value chart (whole numbers)**. Count the total money together, then have students create different amounts (e.g. $35, $72, $84 …). As you do, review the idea that you add 10s and 10s and 1s and 1s (review of standard 1.NBT.4) (Students will have used the place value chart when they originally learned 1.NBT.4, so while you may need to review the idea of moving 10 1s to the 10s column, they should already understand how to use it).
Explanation & Modeling:	Explain to students that you can add decimals (cents) in the same way. Pass out the **place value chart (decimals)** and **fake money coins** (dimes and pennies only). Work with students to understand that 1¢-9¢ go in the Hundredths column as pennies, and then you have to use dimes in the Tenths column and pennies in the Hundredths column for 10¢-99¢. After they have 100¢, then it moves to the Ones column (as a dollar). Model how to write different values of money and how to count the coins. Have students create different amounts of change using the coins and the place value chart.
Guided Practice:	Look at the **shopping ad** together. Ask students "How much is the …?" (bread, apples, milk, etc.) to ensure that students understand how to read the ad. Using different sets of two items, work through adding prices together on the place value chart. After students appear to understand, have them attempt to work through one alone, then have students guide you through the steps they took.
Independent Practice:	Have students work through the **shopping ad worksheet** using the place value chart. If students are struggling, match them with a student who understands the concept more and have the more advanced student help to explain the concept.

	This worksheet is to help students record their answers, but they should be using the place value chart to help find the answer, not using a calculator or phone. Students who complete the worksheet with 80% accuracy can be considered to understand the concept. If the majority of the class does not meet this target, work more in a future lesson with this standard.
Student Reflection on Learning Targets, Closure, & Connection to Future Learning	Tell students that tomorrow, we will be working with subtracting money. Have students do a thumb-based assessment of whether they feel they met the learning target – "I can add the price of two items together."

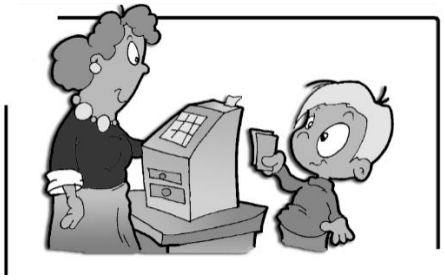
Numbers

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16	17	18	19	20
eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty
21	22	23	24	25	26	27	28	29	30
twenty-one	twenty-two	twenty-three	twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine	thirty

10	20	30	40	50	60	70	80	90	100
ten	twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety	one hundred

General vocabulary sheet – cut words and pictures apart to make flashcards

Money	
Receipt	
Dollar	
Cent	
Shopping	

How much?	
Price	
Pay	
Expensive	
Cheap	

Bill and Coin Vocabulary Sheet

Money

Coins

1. $.01 = 1¢
   a penny / 1 cent
2. $.05 = 5¢
   a nickel / 5 cents
3. $.10 = 10¢
   a dime / 10 cents
4. $.25 = 25¢
   a quarter / 25 cents
5. $.50 = 50¢
   a half dollar
6. $1.00
   a dollar coin

Bills

7. $1.00
   a dollar
8. $5.00
   five dollars
9. $10.00
   ten dollars

10. $20.00
    twenty dollars
11. $50.00
    fifty dollars
12. $100.00
    one hundred dollars

Place Value Chart – Whole Numbers

Hundreds	Tens	Ones
$100	$10	$1

Place Value Chart – Decimals

Hundreds	Tens	Ones	.	Tenths	Hundredths
$100	$10	$1 100¢	•	$0.10 10¢	$0.01 1¢

Supermarket Ad

Produce

Broccoli
$3.45/lb.

Potatoes
$1.30/lb.

Apples
$2.09/lb.

Meat

Chicken
$7.99/chicken

Salmon
$6.75/lb.

Dairy Specials

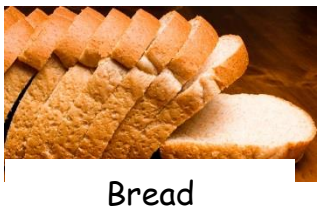
Orange Juice
$4.50/half gallon

Milk
$2.39/half gallon

Cheddar Cheese
$5.25/lb.

Bakery Specials

Cookies
$6.75/dozen



Bread
$5.45/loaf

Adapted from KYAE Lesson Plan Template for Mathematics
Template for CCRS Aligned Mathematics Lesson/Unit Planning September 2017

Going Shopping

1. How much is 1 lb. of broccoli and 1 half gallon of milk?

_____ + _____ = _____

2. How much is 1 chicken and 1 lb. of potatoes?

_____ + _____ = _____

3. How much is 1 dozen cookies and 1 half gallon of milk?

_____ + _____ = _____

4. How much is 1 loaf of bread and 1 half gallon of orange juice?

_____ + _____ = _____

5. How much is 1 lb. of apples and 1 lb. of cheese?

_____ + _____ = _____

6. How much is 1 lb. of salmon and 1 lb. of broccoli?

_____ + _____ = _____

7. How much is 1 lb. of apples and 1 lb. of cheese?

_____ + _____ = _____

8. How much is 1 chicken and 1 lb. of salmon?

_____ + _____ = _____

9. How much is 1 loaf of bread and 1 half gallon of orange juice?

_____ + _____ = _____

10. How much is 1 lb. of cheese and 1 lb. of potatoes?

_____ + _____ = _____