



THIS IS AN EXAMPLE OF A LESSON PLAN USING JUSTIN.TV THAT COULD BE USED TO TEACH A 2<sup>ND</sup> AND 3<sup>RD</sup> GRADE CLASS

## MATH: MONEY AND MAKING CHANGE

<b>Prior Knowledge</b>	The students must be able to add whole numbers up to 100 and be familiar with decimal places.
<b>Objectives</b>	Students will : <ul style="list-style-type: none"> <li>• Students will be able to recognize the relative monetary value of each piece of money 2 out of 3 times.</li> <li>• Given coins and dollar bills, students will be able to make them add up to an announced amount of money.</li> <li>• Students will also be able to make change with their money properly using the money given to them 2 out of 3 times.</li> <li>• Students will be able to apply the purpose of understanding money in the real world</li> </ul>
<b>Teacher Preparation</b>	<ul style="list-style-type: none"> <li>• The teacher must have the money manipulative ready to be divided and have flashcards shuffled.</li> <li>• The teacher must also have a meeting set up with a retail store to observe how change is made and why learning about money is important in the real world. This must be down through Justin.tv.</li> </ul>
<b>ISTE/NETS Standards</b>	2. Design and Develop Digital-Age Learning Experiences and Assessments
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Monetary flashcards (2 sets)</li> <li>• Money manipulative</li> <li>• 18 worksheets</li> <li>• 20 pencils</li> <li>• Computer</li> <li>• Internet</li> <li>• Webcam</li> </ul>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce each coin and dollar bill as a quick review.</li> <li>2. Show the different ways to add up to various denominations with coins and dollar bills.</li> <li>3. Pass out flashcards for Money War at this time. (See application)</li> <li>4. Demonstrate how to make change.</li> <li>5. Let the students practice buying and selling items at this time. (See application)</li> </ol>

<p><b>Anticipatory set</b></p>	<p>Introduce a situation to the students in which they are buying a good from a friend or salesperson and they need to know how much money they should get back. (This would also work if they are selling the product.)</p>
<p><b>Application</b></p>	<p>For Money War, each student will be given 5 flashcards and they will present their cards at the same time. The students should be playing in groups of 2 or 3 students per game. They must keep their cards face up (the side with the coins on it is face up). Whoever has the highest value gets everyone's card for that round. The person who has the most cards at the end wins the game. The students can flip the flashcards over to check their arithmetic. 5 Minutes Next, the students will all calm down to watch the interaction of people at a check-out lane in a local store through Justin.tv. The cashier will also have a computer set up so she can see us so we can interact live together so the students will be able to ask questions as she goes. The primary purpose of this is for the students to see how counting backwards works.</p> <p>For purchasing and selling goods, each student will buy an item 1-2 times and each student will sell an item 1-2 times. The students are to take turns as to who buys and sells the items. Each item will be marked with a price and the students will have money to use to buy and sell these items. 10 Minutes</p>
<p><b>Closure and Foreshadowing</b></p>	<p>Do a quick review to ensure the students' understanding of the objectives. Make the students tell the teacher what change they should give her if she buys a pencil for \$0.35 and she gives them a \$1.00 bill.</p>