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| ***Overview*** |
| *Topic/Theme*Please list a brief title for the task | Arranging Information |
| *Lesson/Activity Goal* | Students will be able to arrange groups of pennies from smallest total value to largest total value. Students will use this practice to build toward an understanding that 5 pennies equals 1 nickel. |
| *Rationale and Unit Placement*Please provide a few sentences that describe how this lesson or activity might fit within an existing unit. | This lesson aligns with accompanying math lesson on coin value. Students practice counting by 1’s and can arrange pennies into groups of five to check which group is largest. |

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| ***Standards Alignment***Please list the standards aligned with this task (e.g. K-2PA.2) |
| K-2.DI.2 Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.K-2.CD.1 Use standard input and output devices to operate computers and other technologies.1.M.3: Find the value of a collection of pennies, nickels, and dimes. |

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| ***Attributions*** |
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| *Date:* | 5/23/2019 |

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| ***I. Introduction/Anticipatory Set***How might you make connections to students’ own experiences/ideas or other content to set the stage for the lesson/activity? |
| Skit – Begin with a fake store/image of a store displayed on the smartboard with an item with a value displayed. Teacher acts as a customer wanting to buy something from the store. The teacher has two groups of money to choose from and wants to select the amount that is largest. When you go to the store you want to make sure you have enough money to buy what you want? How many cents is one penny?  |

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| ***II. Summary Description***Please describe the procedures or parts of the lesson/activity. If you are using an existing activity, you can include a link to the instructions. Feel free to provide any further instructions for how this lesson/activity might be adapted for be integrated with other parts of the unit.  |
| **Vocabulary to Know:****Value –** The worth, or price of something**Cents –** A unit of US money equal to one hundredth of a dollar.**Money –** paper, or coins that are used to buy things.**Sort –** Arrange, put into groups that are similar.**Useful Order –** Groups that help you better understand a thing, or solve a problem.**Computer Science –** Learning about the things computers do and how computers work.**Unplugged –** Not using a computer.**Day 1**Task 1: (Unplugged) Coin Value Largest to SmallestIn front of the room, the teacher **models** how to select the stack of pennies that is sufficient to buy the item displayed on the smartboard. *To connect to CS the teacher says, “Computers sort things into groups to make counting and organizing things quicker and easier”.*1. Model counting the coins
2. Grouping the coins into groups of 5’s when the total is high enough
3. Writing the value of the stack
4. Placing the groups into the “Smallest Value” and “Largest Value” pile

After modeling students practice arranging pennies into groups based on groups displayed on the smartboard for the students. To connect to the introduction you can display an item for the students to “purchase” that is too much for one stack, but enough for the other stack.Students will…1. Count their coins to match the smartboard
2. Group coins into groups of 5’s as they count
3. Write the value of the coin stacks
4. Label the groups as either “Smallest Value” or “Largest Value”

After students have had time to attempt the problem and you have observed their progress select two students, one to label the smartboard stacks as smallest and largest, and the other student to label the value of each student. |

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| ***III. Whole Group Discussion Central Questions***What 1-2 central questions might be used with the whole class to solidify the main idea of the lesson/activity? |
| Was it helpful to group the pennies in groups of 5 as you counted? **(Yes/No)** |
| If you have two stacks of coins why is it important to know the value of the coins? |
| How could grouping pennies into groups of 5 help you? |

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| ***Evidence of Proficiency***Please list 3-5 categories and brief descriptions of what proficiency looks like for those categories (this can serve as the precursor to a rubric). You do not have to use all of the rows. |
| Category | Description |
| 1. Total Value  | Students total the pennies and write the total alongside the group. |
| 2. Grouping | Students organize the pennies into largest and smallest groups. |
| 3. Connecting to CS | Students are introduced to the idea that computers also group information. |
| 4. Journal | Students describe what they did during the lesson. |
| 5. |  |