

Grade 2	Title Of Lesson: Spend a Dollar
Common Core Standard	Measurement and Data 2.8; Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollar and cent symbols appropriately.
Shared Event: What might be the introduction to the task and description of the task students will be experiencing?	<p>Procedure: “Today you and a partner will be shopping. You will have one dollar to spend. These are the pictures of the items you can buy. You can spend less than one dollar but not more than one dollar. Try to get as close to \$1 as you can. On the recording sheet you will show which items you bought and the coins you used to buy it.”</p> <p>**Teacher will show recording sheet and how to record an item. A student can show how they would draw the coins.</p> <p>“At the end we will record the total amount we spent altogether (not more than \$1) and then how much change we have left.”</p> <p>**Students will work with a partner and negotiate what to buy and what coins to use.</p> <p>Possible questions/comments during partner work:</p> <ul style="list-style-type: none"> -Show me how you counted those coins, Is there another way to count the coins -Tell me about your thinking so far -How did you get to your total -How close do you think you are to spending one dollar <p>**Teacher should monitor strategies and make note of who is going to share and in what order</p> <p>**At the end - Students share their solutions in the order selected by the teacher</p> <p>Possible questions / comments during sharing:</p> <ul style="list-style-type: none"> -tell us what you did -how do you know you have the correct total -who do you think made the best buying choice -how did you keep track of what you were spending
Picture or Model: What types of pictures might you see?	Students will draw a picture about their learning experience on the 5-step paper. Possible pictures could be coins with values, some simple equations, drawing of the items they chose, their group working together.
People- Talk: What do we think students are going to say about the shared experience?	Students will write about their learning experience. They will share their writing with their group. The teacher will choose the students who will share their writing. Possible writing samples: a description of the activity (overview), how they counted coins, which things they chose, which is their favorite candy, if it was fun or not.

<p>Feature-Talk: What terms, ideas, comments, do you think the students will bring out and what are the mathematical ideas you hope to flush out.</p>	<p>What did you need to know to do this activity? Possible features: dollar, quarter, dime, nickel, penny, change, value, coins, cent and dollar symbols, addition and subtraction. Mathematical ideas: different combinations (quarter=2 dimes and 1 nickel); values of coins, total amount, making change</p>
<p>Symbolic Representation: What are some symbolic representations that may result from the feature talk?</p>	<p>What symbols and numbers can we use to show our thinking. **May need to discuss what is a symbol. Possible symbolic representations: coins with values, coins with letter (using a D for dime), cent sign and dollar sign, greater than or less than signs</p>
<p>Materials Needed:</p>	<p>picture cards, coins (one dollars' worth of each coin), recording sheet, pencils, crayons, 5-step writing paper</p>
<p>The Next Step:</p>	<p>Limit the number of each coin to force students to use various combinations.</p>