

Math Lesson

Lesson Title: **The Bankers' Game**

Grade: **First**

Content Standard: **N.A.O 2a.b.c**

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a “ten.”

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Materials: **pennies, dimes and dollars/2 die per group/recording sheet (Group one will not have ten frame template on the pennies and dimes space; Group 2 WILL have the ten frame template on the pennies and dimes space) /4 kids per group**

Shared Experience and procedure details:

Students will work in table groups with 3-4 children per group. They will take turns rolling the dice. They collect pennies on their roll. They exchange 10 pennies for a dime. When they collect 10 dimes, they exchange the dimes for dollar. The first student to get the dollar is the winner. The rest of the students count their money and determine the order of value from the greatest to the least.

While students are working, teacher will question them. Ask, “Who has the most right now? Who has the least right now? How do you know?”

Ask students who need a challenge, or at each table, “How many more do you need to get to a dollar? How do you figure that out?”

Look for children not exchanging pennies. Ask how many they have. “Is there anything different you can do with those pennies?”

Possible Picture:

***Draw how you kept track of how many you had?**

***Draw what was important to you during the game.**

Students may draw pictures of the game, coins and the dice, some may draw the pennies being traded for dimes,

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Possible People Talk: **Students will describe their play of the game. Some will include details about procedures while others will talk about the trading. Some may talk about how many times they get to trade.**

Feature Talk: **trade, pennies, dimes, dollar, dice, game board, ten, exchange, one hundred, place, ones, tens, hundreds**

***Use numbers and symbols to show how you traded pennies for dimes.**

***Tell me what you did using numbers and symbols. Show us your symbols and numbers.**

Possible Symbolic Representation: **10 pennies = 1 dime, 10 dimes = 1 dollar**

“Just use numbers and symbols.” Students may write, for example, 72 or 72 cents (cent sign) or $70+2=72$

$3+3=6$ $1+2=3$ may be indicating recollection of their rolls or showing that they are aware of what numbers and symbols actually are.

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Some students may find it valuable to have a ten frame on the board to help organize and prompt when trading is necessary.

Play the same game with base 10 blocks.

Play the game with partners to help them monitor each other's trading.

Direct them to not roll the dice until the other person is done gathering pennies and making necessary trades.

Try to avoid telling them the object of the game (Getting to 100). Direct them to trade until time runs out.

Modify chart to have a line at the bottom that will allow them to show and write how many dimes, pennies.