Technology Integration Lesson Plan

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| **Teacher’s Name**  All applicable | **School**  LCPS/KPS |
| **Grade Level**  2nd Grade | **Content Area(s)**  Math |

**Content Standards**

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| **MCC2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.  **MCC.2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* |

**NETS-S Standards**

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| **1.Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**  b. Create original works as a means of personal or group expression  c. Use models and simulations to explore complex systems and issues  **4. Critical thinking, problem solving, and decision making - Students use critical thinking skills to plan and conduct research, manage projects, solve**  **problems, and make informed decisions using appropriate digital tools and resources.**  b. Plan and manage activities to develop a solution or complete a project  **6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.**  a. Understand and use technology systems  b. Select and use applications effectively and productively  c. Troubleshoot systems and applications  d. Transfer current knowledge to learning of new technologies |

**21st Century Skills Addressed**

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| * **Creativity** | * **Collaboration** |
| * **Critical Thinking** | * **Communication** |

**Summary**

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| Students will asked to demonstrate mastery of money problems by creating a story board outlining a problem of their creation. This can be done after the “Tokens to Spend” or “Shopping for School Supplies” activity. |

**Essential Question(s)**

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| **• Why is it important to be able to count amounts of money?**  **• What are the different ways we can represent an amount of money?**  **• How do we know if we have enough money to buy something?**  **In what type of situations do we add?**  **• In what type of situations do we subtract?** |

**Materials Needed**

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| **Computers (computer lab)**  **Printer** |

**Instructional Plan**

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| **Prior Knowledge:** Students should have been introduced to the dollar and cent symbols and be familiar with dollars and cents. Students should also be familiar with the concepts of situations when money should be added and when it should be subtracted.  **Day 1 -** Students will be asked about places where they or their parents spend money on multiple items and what types of items do they buy. Items could be listed on the whiteboard or could be placed on a digital chart (like Popplet). Ideas might be: grocery store, mall, restaurant, etc. Ask students to select one of these places to create a story about buying items. Have them create a brief list of items (2-5) that they could purchase and how much they think those items cost. From this list, students should add together the cost of the items and the total cost of the items together. Once this process is complete, give students the [storyboard handout](https://annotatepdf.appspot.com/#/edit/0B8_d6vw6qjEbd0x0aVFqd0o4Z3c)*.* Tell students they are going to create a comic strip that creates and solves a real-life money problem. Use the [StoryBoard That](http://www.storyboardthat.com/) website to explore the options students will have when making their storyboard on the computer and explain that the handout is a draft of what they will do in the computer lab.  Overview of squares :   * Square one - setting: Where are you? Choose the location. * Square two - what are you purchasing? Ask the cost of the items or use a sign to display the cost. * Square three - explain how you would find the total cost of the items and list the total cost. * Square four - list an amount of whole money you have (needs to be the estimate of what you would need) * Square five - Determine if you have enough money and what your change would be. * Square six - conclusion   **Day 2** - Students will use [StoryBoard That](http://www.storyboardthat.com/) to generate their storyboard digitally.  Once complete, students will print/send the story board for assessment purposes.  **Extension:** [**Cash Out Game**](http://mrnussbaum.com/cashd/) **-** Allows you to choose easy, medium, or difficult (therefore easy to differentiate). There is also a setting to allow for you to choose computer or mobile so the game can be played on any device. No need to download an app**.** |

**Assessment**

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| [Go for the Gold](https://drive.google.com/a/lee.k12.ga.us/file/d/0B8_d6vw6qjEbcFN5Q1o0ZUtHYms/view?usp=sharing) Math Story Rubric - this example is to be adapted for the team’s purposes and to technology being used. |

**Characteristics of Learning Environment and Technology Integration Level**

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| **Active** | * **Entry** * **Adoption** * **Adaptation** * **Infusion** * **Transformation** | **Comments**  Students choose or **modify** the technology-related tool most appropriate for developing learning tasks. - Students will be using a tool not typically used in math class to develop a story problem. |
| **Collaborative** | * **Entry** * **Adoption** * **Adaptation** * **Infusion** * **Transformation** | **Comments**  TBD by each teacher |
| **Constructive** | * **Entry** * **Adoption** * **Adaptation** * **Infusion** * **Transformation** | **Comments**  Students have opportunities to choose and **manipulate technology tools to assist them in molding their understanding. -** Students will use the tool to assist in their understanding of money word problems. |
| **Authentic** | * **Entry** * **Adoption** * **Adaptation** * **Infusion** * **Transformation** | **Comments**  Students are allowed opportunities to **employ technology tools to connect content-specific activities that are based on real-world problems**. - Students will be using a specific tool to generate a real-world scenario based on specific content. |
| **Goal-Directed** | * **Entry** * **Adoption** * **Adaptation** * **Infusion** * **Transformation** | **Comments**  Students have the opportunity to use technology to **plan**, monitor, or evaluate an activity. - Students will not be receiving any guidance from the technology but will create their own products at a self-guided pace. |

**Sample StoryBoard**

