THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2017-2018

# Ideas with IMPACT

## idea packet

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# Pop, Pop, and Away

# POP, POP, AND AWAY

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# Introduction

**Welcome to Pop, Pop, Up Up and Away. Every grant that I select to create, I have student learning at the top of my priorities. What makes it more alluring to my students is that they can see the fun they will have even before they get started. Finally, I only like to write grants where I know, that I, the teacher will have lots of fun doing it. It will not be another chore. ----Soooooooooooo Let's get started**
**You can always make adaptations to the original script. Before long You will become a popcorn expert, on your way to making business Entrepreneurs of your students.**

# Goals

1. **My initial Goal was to allow our students a hands on working knowledge of money. They would be able to correctly recognize the denominations. They would be able to give correct change.**
2. **My students would become responsible for their various jobs within the booth.**
3. **They would become team players, unified for a common goal.**
4. **They would learn to work with people and satisfy the customer.**
5. **Good behavior and completing home work would lead them to positions in the popcorn booth.**

# What and Where

# to Buy

1. **First, you will need the popcorn popping machine. I purchased ours from Amazon.com. It was crafted by Carnival King. It is the very kind you see in a circus or carnival. I purchased the top and the legs it stands on with two big rolling wheels. It is red in color and was the biggest size that Amazon offered.**

2. **The popcorn comes from Gordon Foods. There are two locations in Miami. I utilized the one on S.w. 8th Street in Miami, Florida. You should buy the brand "Vogel". It comes in a case for $26.00. Each package has one half coconut oil and the other half -the popcorn. You simply put the entire package into the popping machine without cutting it open.**

3. **Disposable gloves are also needed to keep the food clean and free of any germs. The best prices are on the Internet. A case of 1000 cost $18.93, plus $2.00 in shipping costs. They are known as food service handling gloves.**

4. **Popcorn boxes or bags to sell the popcorn in are also purchased at Gordon's Food Service, on S.W. 8th Street. I selected the boxes. They look more professional and you can sell them for $1.00 per box. They were $10.00 for 70 boxes. They are red and white like traditional popcorn boxes are known to be.**

5. **Juice –We purchased Capri-Sun juice at B.J.'s and Family Dollar. Our intention was to sell healthy juice for $ .50 and popcorn for $1.00.- Don't forget to buy a cooler to keep the juice cold and thirst quenching.**

6. **The popcorn stand needs a sign stating the two items and their costs. I used big black letters from Publix that stick on.**

7. **Aprons are a must. The children really love the brightly colored aprons from Oriental Trading. They are small, but are designed to cover the full front of a child age7 to 10. They are small in size. They cost $12.99 and you receive beautiful multi assorted colors.**

8. **White Chefs hats and aprons much bigger in size can be purchased at Party City. I spent $32.00 for 4 chef hats and 4 aprons. They could fit a child up to 14-16 years. However, they are made of paper. My intention is to use them as patterns and make cloth ones. The children really love the white chef hats and white aprons.**

9. **<u>Now You are Ready to Go into Business.</u>**

**Lesson I**

**Pennies, Nickels, Dimes**

**Objective— The students work in buddies to find the best ways to find the total value of a group of dimes, nickels, and pennies.**

**Essential Question---How do you find the total value of a group of dimes, nickels, and pennies?**

**Vocabulary---dimes, nickels, pennies, cent sign, decimal point---Give each child a dime. Tell the children the name and the value of the coin. Ask how can you describe this coin? Repeat this process for the nickel, dime, and penny.**

**On the board draw pictures of each coin. Underneath each coin, write its value using the cent sign. Explain that the cent sign tells that the number refers to a monetary amount.**

**Standards----2MD.C.8**

**Supplies----play coins, --These can be obtained at Get Smart on US I, in Miami, Florida.**

**Prior Knowledge----Ask children what they know about money. Ask how the (3) coins are the same and how are they different? Have the children count first by ones, then by fives, and then by tens. Now say, "When do your parents use coins in their daily life"?**

**ELL Strategy----Show the children 9 dimes. Say "When I count groups of dimes, I count by tens."**

**Have children count by tens to find the total value of the dimes. 90 cents**

**Then show the children 5 nickels. Say "When I count groups of nickels I count by fives. Have the children to count by fives to find the total value of the nickels.**

**<u>Ask</u> how are dimes and nickels alike? How are they different?**

**<u>Activity</u>---distribute the play coins to the children.**

**Now activities start on next page.**

**Have the children put 1cent under one circle, and 5cents under another circle and ten cents under the third circle.**

**Have the students sort the coins, and place them in the appropriate circle. Then ask the class to count out loud as a group to find the appropriate monetary value.**

**<u>Ask</u> the students if the size of a coin determines which has the greater value? No because dimes are the smallest and have the greatest value.**

**Continue doing the next (2) pages for practice after doing the (3) circles.**

**<u>Hint</u>---Tell students one easy way is to count all of the dimes first, then the nickels, and last add in the pennies.**

# Lesson I

# Continued

## Second Day

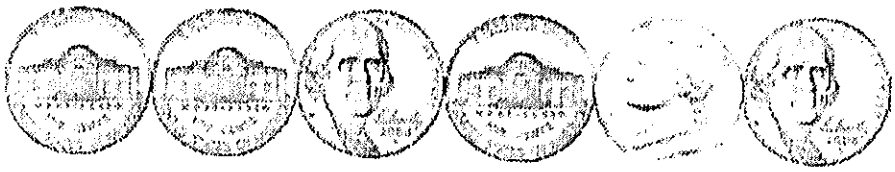
**The next 2 pages students will work with a pre-determined buddy.**

Remember:
Write the cent sign after the number.

Count on to find the total value.

3.

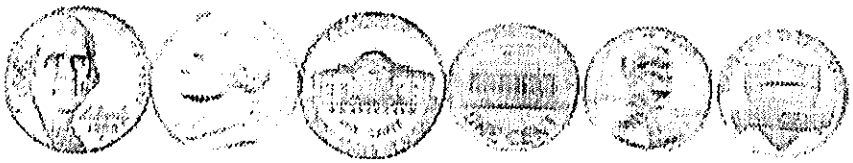
_____ total value

4. 

_____ total value

5.

total value

6. 

total value

7. THINK SMART Maggie had 5 nickels. She gave 2 nickels to her sister. What is the total value of the nickels that Maggie has now?

___ ___

10 cents
10¢

5 cents
5¢

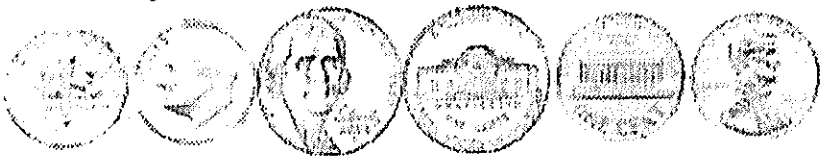
1 cent
1¢

¢ is the
**cent sign.**

Count dimes by tens.

Count nickels by fives.

Count by tens. Count by fives. Count by ones.

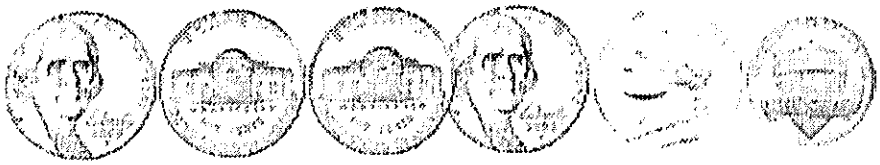


total value

## Share and Show

Count on to find the total value.

1.



total value

2

total value

Solve. Write or draw to explain.

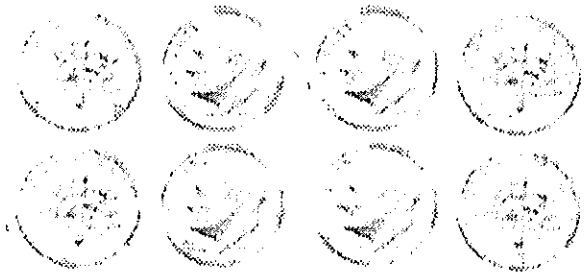
8. MATHEMATICAL PRACTICE 1 Analyze Jackson has 4 pennies and 3 dimes. How much money does Jackson have?

_____

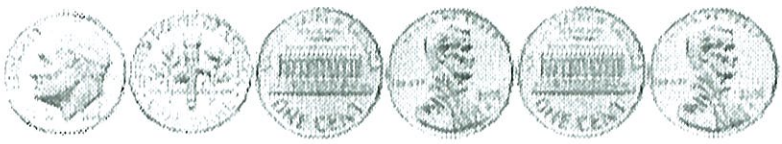
9. MATHEMATICAL PRACTICE 4 Use Models Draw two ways to show 25¢. You can use dimes, nickels, and pennies.

Some possible answers:
2 dimes and 5 pennies;
1 dime and 3 nickels

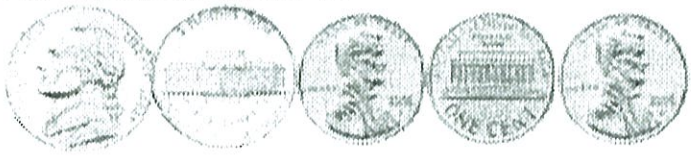
10. Sue has 40¢. Circle coins to show this amount.



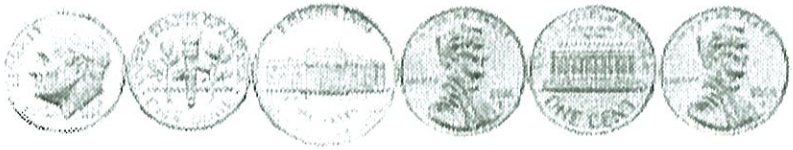
## Count on to find the total value.

1. 

_____ total value

2. 

_____ total value

3. 

total value

### Problem Solving (Real World)

Solve. Write or draw to explain.

4. Aaron has 5 dimes and 2 nickels.
   How much money does Aaron have?

_____

5. WRITE Math Draw three dimes, 1 nickel, and 2 pennies. Describe how to count on to find the total value of this group of coins.

_____

Check children's work.

Home Learning

## Lesson Check (2.MD.C.8)

1. What is the total value of this group of coins?

_____

## Spiral Review (2.OA.B.2, 2.OA.C.4, 2.NBT.A.1, 2.NBT.A.2)

2. Hayden is building toy cars. Each car needs 4 wheels. How many wheels will Hayden use to build 3 toy cars?

_____ wheels

3. What is the value of the underlined digit?

<u>4</u>29

4. Lillian is counting by fives. What numbers did she say next?

40, ____ ____ ____ ____

5. Sophie has 12 grapes in her lunch bag. She shared 7 grapes with her sister. How many grapes does she have?

12 − 7 = _____ grapes

Home Learning

**Lesson II**

**Pennies, Nickels, Dimes, and Quarters**

**Objective— The students work in buddies to find the best ways to find the total value of a group of dimes, nickels, and pennies.**

**Essential Question---How do you find the total value of a group of dimes, nickels, and pennies and quarter**

**Vocabulary---dimes, nickels, pennies, cent sign, decimal point---Give each child a dime. Tell the children the name and the value of the coin. Ask how can you describe this coin? Repeat this process for the nickel, dime, and penny.**

**On the board draw pictures of each coin. Underneath each coin, write its value using the cent sign. Explain that the cent sign tells that the number refers to a monetary amount.**

**Standards----2MD.C.8**

**Supplies----play coins, --These can be obtained at Get Smart on US I, in Miami, Florida.**

**Activity---Distribute play quarters, nickels, and dimes to children. Identify each coin by name, and discuss what is on the two sides of each coin. Discuss the value of each coin. SAY….. Sort the coins, put coins that are alike together, into each circle. Then draw a picture of each coin that you put in the circle and remove the coins. All you will have left will be pictures of the coins you sorted. However, under each coin write its value.**

**SAY….In what ways are a quarter, dime, and nickel different? (They are different sizes, values, and have different pictures on them.**

**SAY…Tell me something about a quarter, dime, and a nickel. What makes each coin different from the others? (A nickel is bigger than a dime but smaller than a quarter. A dime is the smallest coin.**

**<u>ELL Strategy</u>----Give pairs of children a group of coins.**

- **Explain how to find the total value of the coins.**
- **Have children rephrase how to find the value of their coins.**
- **Have children present their findings to the class.**

**Page 2 of Lesson II**

**Work through the first problem with the children. Discuss the value of the quarter, and how to count by 25 cents. Then direct the children's attention to the row of coins. Beginning on the left of the row, have children identify each coin by name. Review what the value of each type of coin is. Then ask "Why do you start with 25 cents and then count on to 50 cents.**

**(Each quarter is worth 25 cents so 25 cents plus 25 cents is equal to 50 cents.)**

**Continue by having children explain why the next amounts they name are 60 cents, 70 cents, 71 cents and 72 cents.**

**On the same page 2 before assigning exercises 1-3 have children identify the coins in each exercise.**

*****Page 3 –Have students continue doing problems 4-8.**

**Page 4 and Page 5—Give students a new partner. Have them work together to solve the various problems. Teacher will review the problems after giving the students sufficient time.**

**<u>Home Learning  for Lesson II</u>—begins on page 6 & 7.**

## Count on to find the total value.

1.

_____ _____ _____ _____ _____

total value

2.

_____ _____ _____ _____ _____

total value

## Problem Solving (Real World)

Read the clue. Choose the name of a coin from the box to answer the question.

| | |
|---|---|
| nickel | dime |
| quarter | penny |

3. I have the same value as a group of 2 dimes and 1 nickel. What coin am I?

_____ _____

4. WRITE Math Draw coins to show 39¢. Describe how to count to find the total value of this group of coins.

_____

_____

Check children's work.

## Make Connections

Read the clue. Choose the name of a coin from the box to answer the question.

| | |
|---|---|
| nickel | dime |
| quarter | penny |

9. I have the same value as 5 pennies.

   What coin am I?

   _____

10. I have the same value as 25 pennies.

    What coin am I?

    _____

11. I have the same value as 2 nickels.

    What coin am I?

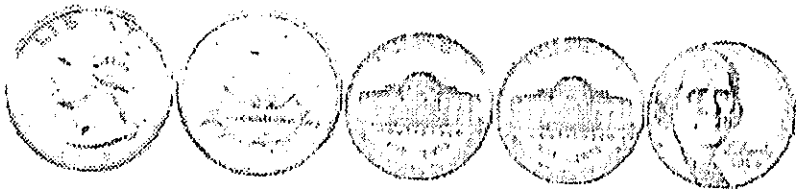
    _____

12. I have the same value as a group of 5 nickels.

    What coin am I?

    _____

13. Tom gives these coins to his brother.



Circle the value of the coins to complete the sentence.

Tom gives his brother (25¢ / 65¢ / 80¢).

**Essential Question** How do you find the total value of a group of coins?

Core 2.MD.C.8
MATHEMATICAL PRACTICES
MP6, MP7, MP8

## Listen and Draw

Hands On

Sort the coins. Then draw the coins. Check children's work.

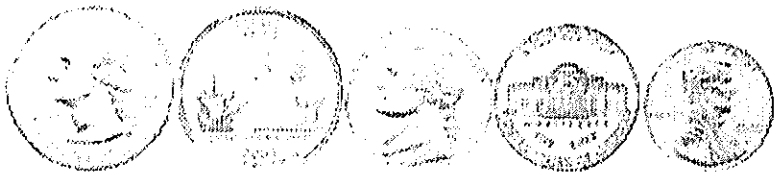
Math Talk: Possible answer: A quarter has a value of 25¢, and a dime has a value of 10¢. 25¢ is greater than 10¢.

Math Talk MATHEMATICAL PRACTICES 6

Describe how the value of a quarter is greater than the value of a dime.

## Lesson Check (2.MD.C.8)

1. What is the total value of this group of coins?



___ ___

## Spiral Review (2.OA.A.1, 2.OA.C.3, 2.NBT.A.3, 2.NBT.A.4)

2. Circle the odd number.

8 14 17 22

3. Kai scored 4 points and Gail scored 7 points. How many points did they score altogether?

4 + 7 = ___ ___ points

4. There were 382 chairs in the music hall. Write a number greater than 382.

Possible Answer:

_____

5. Write the number 61 using words.

_____

A **quarter** has a value of 25 cents.

25¢

Count by twenty-fives. Count by tens. Count by ones.

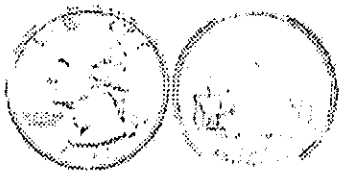
_____ total value

## Share and Show

Remember:
¢ is the cent sign.

Count on to find the total value.

1.

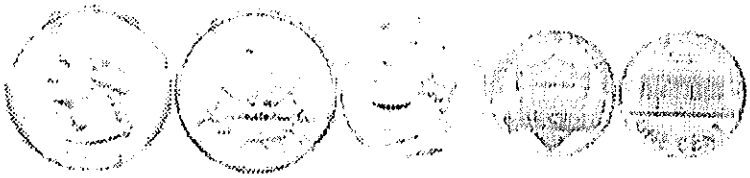


_____ total value

2.

_____ total value

3.



_____ total value

Count on to find the total value.

4.

_____ total value

5.

_____ total value

6.

total value

7.

total value

Draw and label a coin to solve.

Children should draw and label a quarter.

8. _____ Ed's coin has the same value as a group of 5 pennies and 4 nickels. What is his coin?

# Lesson III

**Objective—Order coins in a collection and then find their total value.**

**Essential Question- How do you order coins to help find the total value of a group of coins?**

**Standards---2.MD.Cl,.8**

**ELL STRATEGY----Display the word bank -quarter, dime, penny, nickel,**

**Greatest value, least value, and order.**

1. **Point to each word. Say it and have the class repeat it. Review meanings as necessary.**
2. **In small groups give children a group of coins. Have children describe how to find the total value of the coins using the words from the word bank.**

**Learning Activity -Focus on the value of coins and their size. –**

- **What is the difference between a coin that is the greatest in size, and a coin that is greatest in value? (Greatest in size means it is the biggest coin. Greatest in value means it is worth the most money.**
- **What is the coin with the least value?**
- **What is the coin with the least size?**
- **Tell children they can find the value of a coin by reading the words on the coin.**

**Have children invent their own coin and draw a picture of both sides of the coin. They should make sure their coin includes the same words that are on other coins.**

**Teacher---Discuss the terms greatest value and least value. Explain that the coin with the greatest value is worth the most money. After naming the four coin types, discuss that a penny has the least value and a quarter has the greatest value.**

**Activity---Distribute a mixture of four play coins to each child. Give some children more than one of a specific coin type.**

**Say—Order the coins from greatest value to least value in the top box. Then draw the coins in the workspace.**

**Say---Now trade your groups of coins with a classmate. Order these coins from greatest value to least value in the bottom box. Draw the coins in the workspace.**

**Say---Suppose you have coins that are the same type of coin. Does the order of these coins matter? No**

**Say Is the size of a coin related to its value?**

**(Next Page)---Work through the first example with the children. Unlike previous lessons, children need to order the coins before counting them.**

**SAY—Why are quarters drawn first? (The coins are drawn from greatest value and the quarter is the greatest value.)**

**SAY---Do you think it is easier to count on from the coin of greatest value or the coin of least value?**

**Same Page---In the next three problems below place the coins in the order of their value. Then find the total amount.**

**Page III---Have children work all of the problems on this page.**

**Page (4)---Have children work with a partner and complete this page.**

**Pages (5 & 6) are HOME LEARNING.**

# Count Collections

**Essential Question** How do you order coins to help find the total value of a group of coins?

Common Core **Measurement and Data—2.MD.C.8**

MATHEMATICAL PRACTICES
**MP4, MP6, MP8**

## Listen and Draw

Hands On

Line up the coins from greatest value to least value. Then draw the coins in that order.

Check children's work.

greatest

least

greatest

Math Talk: Check answers for an understanding of how the values of quarters, dimes, nickels, and pennies compare to each other.

least

Order the coins from greatest value to least value.
Then find the total value.

Count the cents.
25, 50, 60, 61, 62

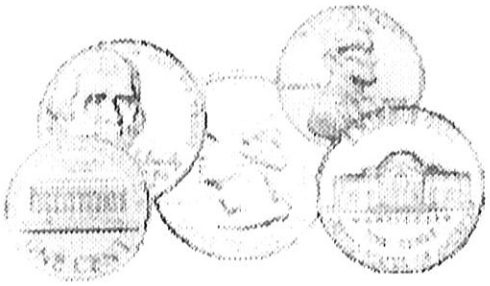
_____
total value

## Share and Show

MATH BOARD

Remember: Write the cent sign.

Draw and label the coins from greatest to least value. Find the total value.



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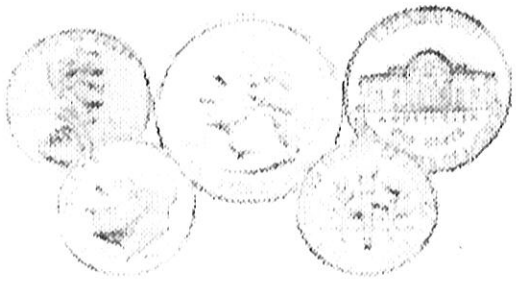

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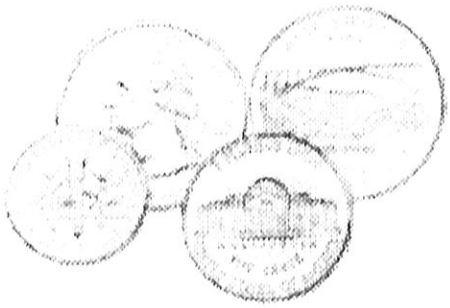


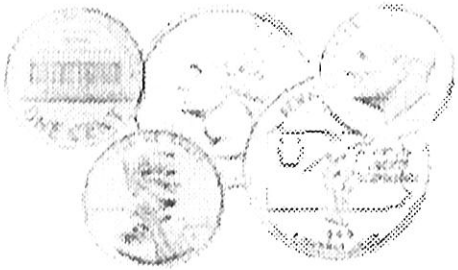
_____

Draw and label the coins from greatest to least value. Find the total value.

4.

_____

5.



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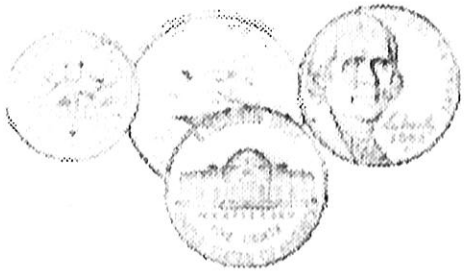
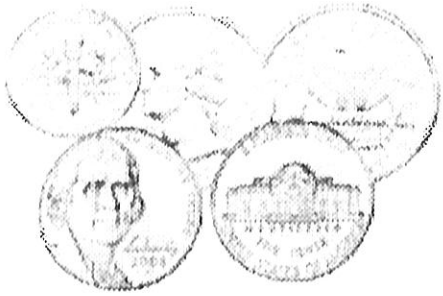
6.



_____

7.



_____

8 CHALLENGE Andy buys a 75¢ juice box using only quarters and nickels. Show the amount he spent in two ways.

3

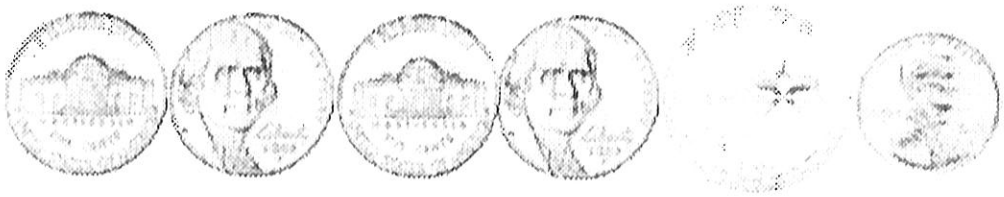
Answers will vary.
Possible answers shown.

_____ quarter _____ nickels

_____ quarters _____ nickels

Solve. Write or draw to explain.

9 THINK SMART Paulo had these coins.



He spent 1 quarter. How much money does he have now? ____ ____

10. Rachel has 2 quarters, 3 dimes, and 1 nickel. She wants to buy a book that costs 90¢. How much more money does she need?

____ ____

11. CHALLENGE Blake has only nickels and dimes. He has double the number of nickels as dimes. The total value of his coins is 60¢. What coins does Blake have?

_____ nickels ____ ____ dimes

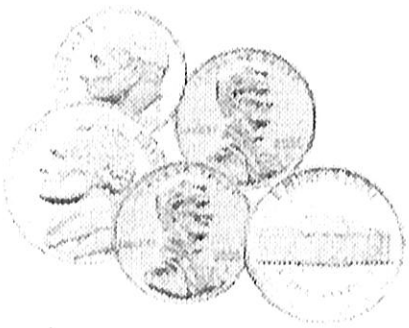
12. THINK SMART Malik has these coins in his pocket. What is the total value of the coins?

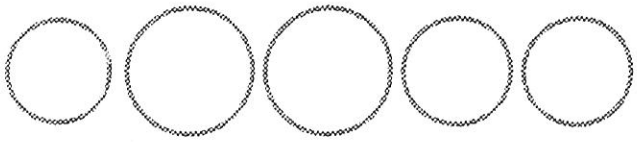
50¢

Home Learning

**Draw and label the coins from greatest to least value. Find the total value.**

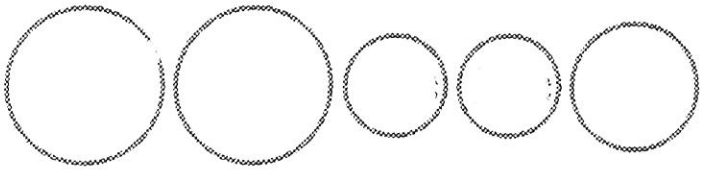
1.





_____

2.



_____

## Problem Solving (Real World)

Solve. Write or draw to explain.

3. Rebecca has these coins. She spends 1 quarter. How much money does she have left?

_____

4. WRITE Math Draw 2 dimes, 1 nickel, and 2 quarters. Describe how to order and then count to find the total value of the coins.

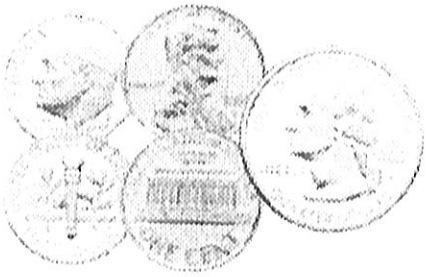
5

Check children's work.
The total value is 75¢.

Home Learning

## Lesson Check (2.MD.C.8)

1. What is the total value of this group of coins?



_____

## Spiral Review (2.OA.B.2, 2.NBT.A.1, 2.NBT.A.3, 2.NBT.B.8)

2. What number is 100 more than 562?

_____

3. Describe 58 as a sum of tens and ones.

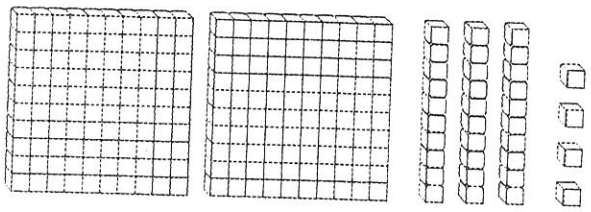
Possible answer:

_____

4. Pete helps his grandmother gather pecans. He finds 6 pecans on his left and 3 on his right. How many pecans did Pete find altogether?

6 + 3 = ____ pecans

5. What number do the blocks show?



_____

6

# POP, POP, AND AWAY

Susan Julevich

Search for all words that pertain to money.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| o | n | d | n | a | m | e | d | t | n | o | u |
| n | r | e | m | o | t | s | u | c | l | e | g |
| p | t | c | d | s | e | n | t | o | y | p | r |
| l | c | i | l | c | s | p | e | n | d | o | o |
| t | r | m | a | m | u | q | n | s | e | d | l |
| y | s | a | d | r | p | e | e | u | i | c | r |
| p | l | l | i | o | p | m | p | m | s | e | a |
| e | l | p | m | s | l | d | v | e | t | g | i |
| m | m | o | n | e | y | l | s | r | v | n | e |
| m | n | i | c | k | e | l | a | d | d | a | u |
| o | s | n | d | h | e | u | e | r | o | h | s |
| m | p | t | h | o | q | u | e | d | m | c | e |

money
dollar
cents
dime
nickel
penny
quarter
decimal point
change
save
spend
customer
consumer
supply
demand

## Conclusion

**There is no secret to success. My recipe for success is nothing but hard work, determine to succeed, and never forgetting the most important element—have fun and learn at the same time. Make learning fun, exciting, and hands on. Smile and keep on popping that popcorn.**

**Sincerely,**

**Ms. Julie (Susan Julevich)**

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