

Literature Vocabulary

- Luck, lucky
- Found, find
- Rhyme
- Problem
- Money
- Present (as in gift)
- Twice

Math Vocabulary

- Coins
- Penny
- Nickel
- Dime
- Quarter
- Dollar
- Cents ¢
- Equals =
- Add +

Materials

(BLM denotes Blackline Masters)

- Student Money Kits with 30 pennies – 1 kit per student
- **BLM** Math Word Cards – TV Teacher only
- **BLM** Pocket Change Board
- **BLM** Pocket Change Cards – 1 per student
- **BLM** Pocket Change Record Sheet - 1 per student

Classroom Teachers

Students should have their money kits of 30 pennies, a pencil, and BLM Pocket Change Record Sheet in front of them for the lesson.

Time Clue

BB = Building Background
CI = Comprehensible Input
AC = Azulito's Corner

BB = 5 minutes

CI = 20 minutes (ideally finish the game)

AC = 3 minutes (Give Azulito time to explain MAS Space and give a sampling of his bio.)

Unit 1, Lesson 1

Kinder

TV Lesson



Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Identify US coins by name.
- Use numbers to describe how many objects are in a set using verbal and symbolic descriptions.
- Use the mathematical sign denoting “cents,” the word “cents,” and the name of the coins: pennies.

Language Objectives:

- Complete sentence stems using money amounts.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Hello boys and girls, My name is _____, and I am going to be your TV Teacher this summer. We're going to be learning and experiencing lots of fun math this summer! Let's look at our math objectives. *(Read them one by one and demonstrate what each means.)*

And we'll be practicing more language skills. You were learning many words that deal with money today! We'll do lots of money activities together!

And we have a special friend who is going to be helping me this year. If you were with us last year, you know Azulito. Azulito, where are you?

AZULITO: Oh, I am here! Hello boys and girls. It is good to be back with you again, back with all my friends from last year, and here to meet all the boys and girls who are with us for the first time this year. You are my new friends! What are we going to do today in math?

TEACHER: We have lots of fun things to do today, Azulito! Let's start with the math words that we read in our story today. *(Show the math words. Perhaps Azulito could use in a sentence, or show an example of the given coin.)*

We're going to be using these words a lot today. We're going to learn a game called Pocket Change. That's a funny name for a game, isn't it! But I remember where Deena's Dad pulled that nickel from.

ELPS (English Language Proficiency Standard)
2C,2E,3B,3D,4C,4F

CCRS (College and Career Readiness Standards)

Cross-disciplinary
I.C.3

Math

VIII.A.1, VIII.A.2., VIII.A.3

Unit 1, Lesson 1

Kinder



TV Lesson - continued

Boys and Girls, do you remember where he had the nickel that he gave Deena? *(pause)* Yes, in his pocket! He pulled the change, the nickel, from his pocket – Pocket Change!

Azulito and I will need the Pocket Change board and the Pocket Change cards. You won't have to worry about those right now. Your Teacher has made you sets, but you'll use yours during the Follow-up Lesson after Azulito and I are gone.

Boys and Girls, you will need to have your Students' Money Kits, and the Pocket Change Record Sheet (show yours) as we play the game, plus a pencil.

Comprehensible Input, Math

OK, here is how we set up our board. First of all, how many pockets does our board have? Help me count them. *(Begin by pointing to pocket in upper left hand corner, then touch and count the top three, then continue counting with the bottom 3 starting in the left and counting to the right.)* Six pockets!

Our Pocket Change board has little slits at the top of each pocket. We are going to put secret Pocket Change cards into these little slits. Here are our Pocket Change cards. Let's see how many of those we have. Please help me count them, Boys and Girls. *(Count them by "dealing" them out in front of you.)* There are 15 cards.

Let's see what each card says. *(Show each card and give students a quick pause to have them read it, then you read it.)* Could you read most of the Pocket Change cards? I hope so! Do you see this little dashed line close to the middle of the card? This shows us how far to put the card into the pocket.

Now, Azulito is going to set up the Pocket Change board. He is going to choose six secret Pocket Change cards to slip inside each of the pockets. *(Put the finished game board in front of you.)*

You and I are going to play a game together. We are going to use our Pocket Change Record Sheet. Do you have yours in front of you and a pencil? *(pause)* Great!

Let's look at the Pocket Change Record Sheet. At the very top, there is a sentence stem that says, "I found a _____." Please read that with me, "I found a _____." For today, we'll pretend that just like Deena, we each found a penny. I am going to write the word

Unit 1, Lesson 1

Kinder



TV Lesson - continued

penny on my line. Write the word *penny*, or you may just put one of your coins in that line.

The next sentence stem is “I have ____.” I have to write what a penny is worth. What is a penny worth? (*pause*) 1¢ Write 1¢ on the line and let’s read the sentence (*do so*).

Here is what we’ll do. First, I want to put a penny out to the side of my Pocket Change Record Sheet. That is what I have now. You do the same.

Now I will draw one of the cards (*do so*) and read what it says. What does this card say, Boys and Girls? (*pause*). (*Be sure to talk about the different ways to show the cents.*) I want to get that many more pennies. I’m going to count out the numbers. You count out your pennies, too. These pennies are what I just found! Now I’ll start filling out my record sheet.

I have another sentence stem. It says, “I’m lucky, I found ____ more.”

This is where I put the amount I just found in the pocket. These pennies (*point to the line of pennies representing the first card drawn*). We can write in (*whatever you drew*) in this sentence stem. (*Do so and ask them to do so, too.*)

Let’s read our sentence stem now. “I’m lucky, I found (*whatever you drew in the way it was stated on the card*).”

And we have one more sentence stem. “I have ____.” What do you suppose we need to do? Tell your teacher what you think we have to do now to find out how much we have now? (*Pause, then let Azulito tell you that you have to add what you had to what you found, just like Deena did.*) Let’s count how many pennies we have altogether now! (*do so*)

Now we have (*amount*) cents. We write that at the beginning of our new round and we continue to add to our total. Our new round starts with the sentence stem, “I found ____.” How much do we have now, boys and girls? (*pause*) Yes, we have (*total*). Let’s write that as a number with the cent sign. (*do so*)

And let’s see what we can find now! (*Continue playing until you have completed the entire record sheet.*)

Unit 1, Lesson 1

Kinder



TV Lesson - continued

We have one more sentence stem to complete, boys and girls. What does the very last sentence stem say? *(pause)* “I am lucky. Now I have _____.” What do we have now, boys and girls? *(pause)* Yes, let’s fill that in, and read our sentence stem *(do so)*!

AZULITO: That was fun! And I have something to share that is fun, too! I want to tell you about Azulito’s Corner! *(Talk about MAS Space. If you have time, get online and show your Lesson 1 entry for MAS Space. If not, tell the students just enough of what they will find out about you to make them want to go online and know more. Get them excited about telling about their class.)*

TEACHER: Thank you, Azulito! I’m sure everyone will go online so we’ll all know one another. We can meet classes from all over the United States. Let’s see how many different States we can meet!

Objectives: And now before we go, let’s review what we have learned today! *(do so)*

BLM Unit 1, TV / Follow-up Lesson 1

Pocket Change Cards – Pennies 

(TV Lesson, only TV Teacher needs a set. Follow-up Lesson, one set of cards per student)

Run cards on cardstock and cut out for a game set.

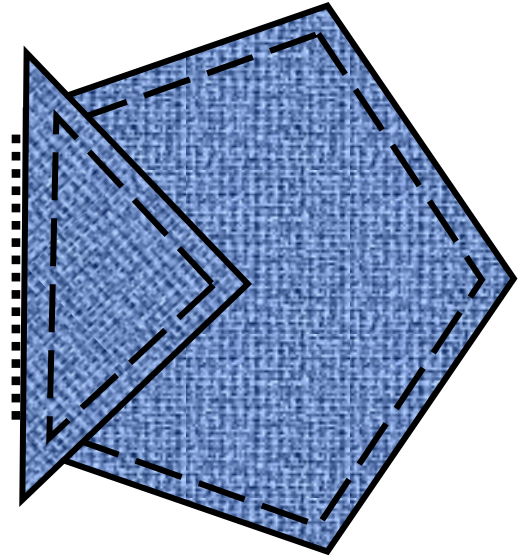
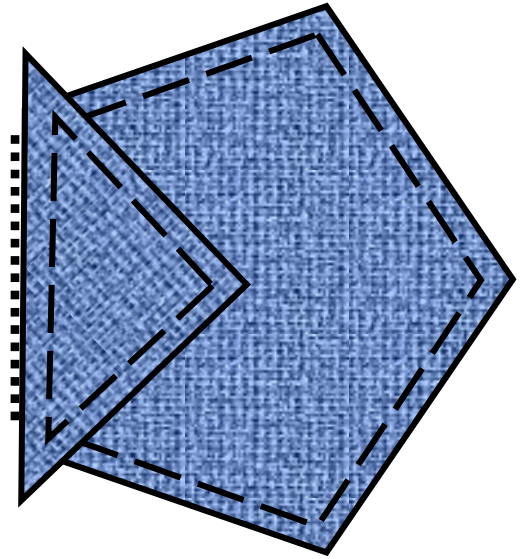
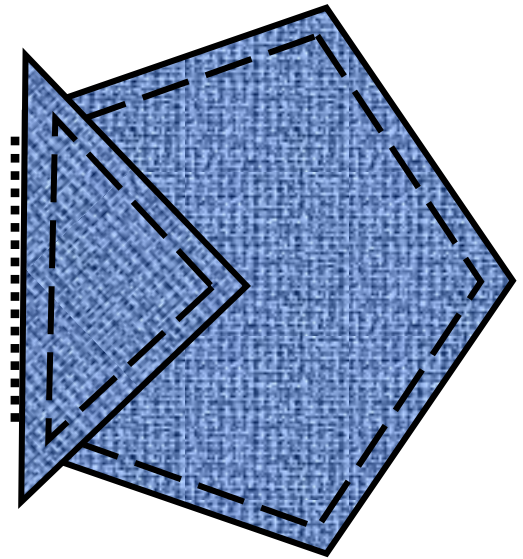
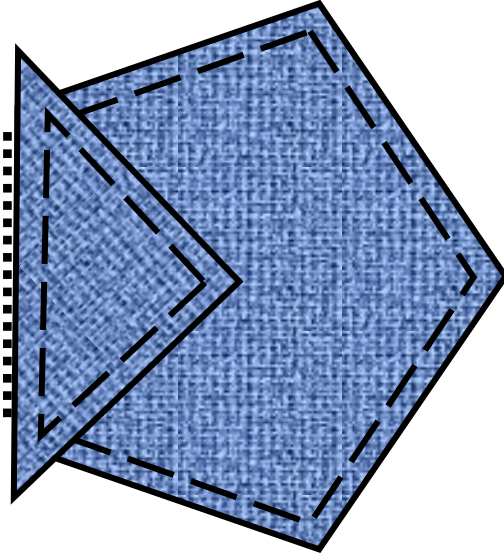
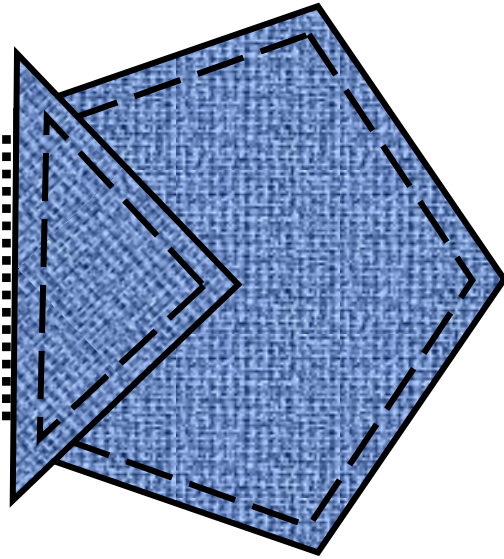
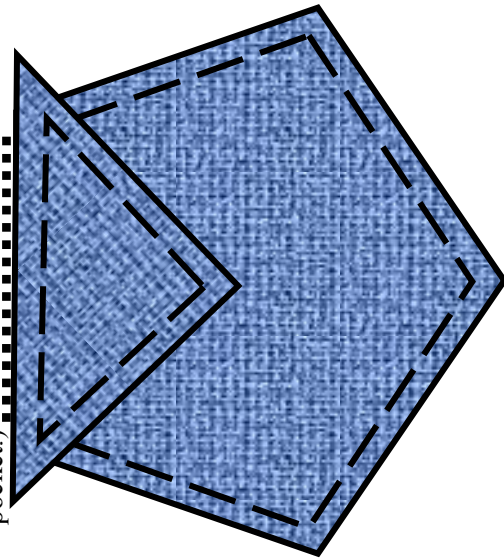
Pocket Change <hr/> 1¢	Pocket Change <hr/> 1 cent	Pocket Change <hr/> 1 penny	Pocket Change <hr/> 3¢	Pocket Change <hr/> 4¢
Pocket Change <hr/> 2¢	Pocket Change <hr/> 2 cents	Pocket Change <hr/> 2 pennies	Pocket Change <hr/> 3 cents	Pocket Change <hr/> 4 cents
Pocket Change <hr/> 5¢	Pocket Change <hr/> 5 cents	Pocket Change <hr/> 5 pennies	Pocket Change <hr/> 3 pennies	Pocket Change <hr/> 4 pennies



Pocket Change Board

BLM Unit 1, TV Lesson and Follow-up Lesson 1

(TV Lesson, only TV Teacher needs a set. Follow-up Lesson, 1 board per student) Run board on cardstock and cut out for a game slit above each pocket.)



BLM Unit 1, Lesson 1, TV Lesson and Follow-up **Pocket Change Record Sheet**
(TV Lesson and Follow-up Lessons – each student needs one sheet for each lesson.)



My name is _____.

I found a _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I found _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I found _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I found _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I found _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I found _____.

I have _____.

I'm lucky. I found _____ more.

I have _____.

I am lucky. Now I have _____.

BLM Unit 1, Lesson 1, TV Lesson and Follow-up **Pocket Change Record Sheet**
(TV Lesson and Follow-up Lessons – each student needs one sheet for each lesson.)



Mi nombre es _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Encontré una moneda de _____ . Tengo _____.

Soy afortunado/a. Encontré _____ más. Tengo _____.

Soy afortunado/a. Ahora tengo _____.