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Title:	Caps for Sale
Grade Levels:	<ul style="list-style-type: none">  Kindergarten
Curriculum Areas:	<ul style="list-style-type: none">  Language Arts  Math  Social Studies
Measurable Objectives:	<ul style="list-style-type: none">  TSW read <i>Caps for Sale</i> by Esphyr Slobodkina by using illustrations to reinforce the text.  TSW identify pennies, nickels, and dimes and their values using the cent sign.  TSW sort caps by price.  TSW identify ways people use money to purchase goods.
LA Comprehensive Curriculum:	<ul style="list-style-type: none">  Language Arts, Unit 4, Read It Again, Activity 3: Story Time (GLE 05, 06, 07a, 07c, 08, 14a, 14d)  Mathematics, Unit 7, Exploring Numbers, Activity 10: Money Bag (GLE: 6)  Social Studies, Unit 3, How Do I Get the Things I Need?, Activity 8: Caps for Sale (GLE: 14)
Grade Level Expectations: (GLEs)	<p>Language Arts</p> <ol style="list-style-type: none"> 5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1) 6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation(ELA-1-E2) 7. Demonstrate understanding of book and print concepts by doing the following: <ul style="list-style-type: none"> • locating front and back covers, title pages, and inside pages of a book • isolating individual words in print (ELA-1-E2) 8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4) 14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: <ul style="list-style-type: none"> • making predictions using prior knowledge and pictures • using pictures to resolve questions (ELA-7-E1)

	<p>Math</p> <p>6. Identify pennies, nickels, and dimes and their values using the cent sign (¢) (N-1-E) (N-2-E) (N-6-E) (M-1-E)</p> <p>Social Studies</p> <p>14. Identify ways people use money to purchase goods (E-1A-E3)</p>
K-12 Educational Technology Standards:	<p>1. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. ◆ Students use technology tools to process data and report results. ◆ Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. <p>2. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students understand the ethical, cultural, and societal issues related to technology. ◆ Students practice responsible use of technology systems, information, and software. ◆ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>3. Basic Operations and Concepts</p> <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology.
Technology Connection:	<ul style="list-style-type: none">  Caps for Sale Scanned into PowerPoint  Computer/TV/Scan Converter  Internet
Assessment:	<ul style="list-style-type: none">  TSW demonstrate ability to complete internet money practice site.  Teacher observation and questioning.
Procedures:	<ul style="list-style-type: none">  TTW begin the lesson by giving each student a printed cap with a number amount printed on each. 1 cent, 5 cents, 10 cents, 25 cents, and 50 cents. The caps will be color coded also to help with sorting.  TTW ask the students to move into groups by the amount of money listed on their caps. TTW point out that the caps are color coded. TTW ask each group to tell the value of their caps.  TTW tell the students that today they are going to read a story about a man who sells caps. TTW show the cover on the Computer/TV/Scan Converter. TTW ask the students to pay close attention to the illustrations in the story as they help tell the story through pictures. TTW read the story while students view the pictures on the Computer/TV/Scan Converter.

	<ul style="list-style-type: none"> ☞ After reading the story, TTW gather the students to discuss things that people buy with money. TTW write the students responses on the board in a Circle Map. TTW also ask students where do they buy things. Point out that we don't see many peddlers anymore. ☞ TTW review with the students using printed pictures the coins represented on their hats. TTW draw attention to the color and size of the different coins. ☞ TTW use a teacher created PowerPoint presentation downloaded from either of the following internet sites to help reinforce the value of money. ☞ http://www.georgetowncollege.edu/departments/education/portfolios/walton/Critical_Compencies.html ☞ http://www.glc.k12.ga.us/BuilderV03/LPTools/LPShared/lpdisplay.asp?LPID=11181 ☞ After reviewing and discussing coins, TSW visit an interactive website money game to practice identifying coins. http://www.hbschool.com/activity/money_build_robot/ This site corresponds with the Harcourt Math series. ☞ TTW use the Computer/TV/Scan Converter to review the site and practice aloud with the students leading the game. ☞ To close the lesson, TTW ask the students to name the value on several hats present in the room. TTW ask the students to point to the coins that represent each value.
Materials:	<ul style="list-style-type: none"> ☞ Book Caps for Sale ☞ Board and Markers ☞ Caps with values ☞ Pictures of Coins
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