

Technology Integration Workshop 2016

Unit Title: Muffins at the Bakery

Grade Level: Kindergarten/First

Subject Area: Math

Duration/Length/Number of class periods: First two weeks of school

Description: Prior to singing the Muffins song (can be found online such as youtube or just sung aloud for personal pacing), adult and students will count aloud how many students are participating in group that day. One student will trace the corresponding number on iPad using a number tracing app. Each student will be given money (penny, nickel, dime, or dollar) to purchase a “muffin” from the “bakery shop” (counting aloud as money is handed to students). This is a time to discuss the value of the coin being used that day. Students will trade their money for a muffin as their name is called while the Muffin song is sung. When every student has a muffin and the song has ended, the group will again count the number of muffins corresponding to the number of students at group, and a second student will trace the corresponding number on the iPad using a number tracing app. The value of the coin/dollar used can be reviewed.

Established Goals (National, State, Local):

Understand the relationship between quantities and whole numbers up to 31 (State Standard)

Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives (Benchmark: K.1.1.2)

Use basic concepts of measurement in real-world and mathematical situations involving length, time and money (State standard)

Identify pennies, nickels and dimes; find the value of these coins, up to one dollar. (Benchmark: 1.3.2.3)

Empowered Learner: 1d

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

What Enduring Understandings are desired?

There are many ways to represent a number.(Six, 6, ***, etc)

Number sense develops through experience (Hands-on, song, visuals, technology, etc)

Money has value and can be exchanged for desired items.

Students understand the fundamental concepts of technology operations

Students are able to transfer their knowledge to explore emerging technologies.

What Essential Questions will be considered?

How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?

What kinds of experiences help develop number sense?

How can number sense be communicated/demonstrated (for non-verbal students, for instance)?

How is money used to obtain desired items?

What is the value of each coin?

Students will know / be able to:

I can read, write, identify, and represent whole numbers from 1-10.

I can understand the fundamental concepts of technology operations

I can identify and determine the value of coins

Description	Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.						
	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
1. Entice students by telling them that we are going to the bakery store and everyone will get a muffin (Or cupcake).	X		X	X			
2. Explain that we will count how many students are at group so we know how many coins/dollars and muffins we need.							
3.One student will trace the corresponding number using a number tracing app	X			X	X		X

4. Students and adults will count aloud as each student is handed a coin/dollar	X			X	X	X	X
5.The value of the coin or dollar used that day will be discussed.							
6.Students will trade their coin/dollar for a muffin when their name is called/sung							
7. Another student will trace the corresponding number using a number tracing app							
8.Students level of learning will be assessed according to Individualized Education Program(IEP) and/or State tests		X					

Materials, tools and resources: Muffins and bakery pictures; Song: Muffins at the Bakery Shop; coins/dollar; ipad with number tracing app; <https://www.youtube.com/watch?v=Hluh16ARTHY>

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Additional credit given to