



Teacher Lesson Plan:

SHORT's Money Tree

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Alabama Course of Study: Mathematics for First Grade

Algebraic Thinking:

Understanding of the relationship between addition and subtraction with a variety of solution strategies

Solve word problems that call for addition of three whole numbers

Relate counting to addition and subtraction

Operations with Numbers:

Count forward and backward by ones, starting at any number less than 120.

Read numerals from 0 to 120.

Write numerals from 0 to 120.

Represent a number of objects from 0 to 120 with a written numeral.

Data Analysis:

Collect and analyze data and interpret results

Ask and answer questions about the total number of data points in organized data.

Summarize data on Venn diagrams, pictograph, numerical data points

Measurement:

Work with time and money

Value of coins

Sum of coins



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Alabama Course of Study: English Language Arts for First Grade

Language

Understanding the meaning of words and gestures
Use words and gestures to express thoughts, feelings and needs

Comprehension:

Understanding of both the written and spoken word
Understanding that letters and letter sounds represent spoken language

Writing

Understanding that writing is a way to communicate.
Demonstrate basic writing of simple sentence.



Booklet Plans (page by page)

Front Cover:	Discuss the title and reality of a money tree. Predict what will happen in the booklet based on title and images shown.
Page 2:	Present historical knowledge of a Book Fair asking what all would be seen at a Book Fair.
Page 3:	Create a class list on chart paper or smartboard of what each child wishes to buy at a Book Fair and its cost. Complete booklet page for practice of simple addition.
Page 4:	Expand vocabulary by discussing what could have happened to the acorn money.
Pages 5,6, 7:	Have students explain their interpretation the concepts of saving, borrowing, & investing. Practice spelling by writing words on paper, using word tiles, in printshop, or in shaving cream on their desks.
Page 8:	Identify the coins/bills represented on the path and determine the value of each. Complete booklet page by coloring the coins and circling the bills.
Page 9:	Discuss why the librarian offered a new book Learn to Earn? Create a class list of things students have done to earn money and what did they do with the money they received.
Page 10-11:	Using the procedural text, have students explain why each step is needed to create a lemonade stand. Have students create their own sequencing cards by illustrating each step needed to create a lemonade stand.
Page 12:	Define the terms 'needs' and 'wants' and have students explain the difference. Expand vocabulary by naming each item shown on the page. Complete booklet page by having students circle what is a 'need' and underline what is a 'want' for SHORT. Create a graph differentiating each student's needs and wants.
Page 13:	Using a conversation bubble, have students determine what response the librarian gives to SHORT about his plan.
Page 14:	Review vocabulary used on pages 4-7 and have students share how each concept is different as it relates to money-smarts. Complete booklet page by tracing each word. Encourage student to color vowels one color and consonants another.
Page 15:	Draw conclusions by creating an individualized ending to the story. Illustrate what SHORT will do with his earnings.
Back Cover:	Discuss the community place and what all happens in a bank. Identify professions related to a bank or financial institution.
Money Log:	Have students set a goal for saving and record amounts of money added to their personal treasure chest. The money log could be used to track a class goal and money collection.

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Across the Curriculum Enrichment for Short's Money Tree:

Science – (reference to Owl-Livia planting acorns) Plant an acorn in a plastic bag wrapped in wet paper towel to germinate. In a few days, you should have a seedling to plant in a paper cup to continue growing. (Water test the acorns to make sure they're viable - if they float, they are no good. Remove the cap before planting.) Extra: The Oak inside the Acorn by Max Lucado

Math – Acorn Clip art (top and bottom separated) to match up math facts - Equation on the cap of the acorn, answer on the acorn OR Number word on the cap of the acorn, numeral on the acorn.

Handprint acorns – Handprint (downward) with construction paper cap placed on top – List 5 needs on one handprint and 5 wants on another. Create a needs/wants bulletin board displaying the handprints Extra: Lily Learns About Wants and Needs by Lisa Bullard

Letter Writing – Write a letter to SHORT giving your best advice as to what he should do at the book fair.

Measurement– (in reference to the Lemonade Stand) Actually have students make the lemonade using correct measurements. Extra: Lemonade Stand by Dee Smith (pick out rhyming words)



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Social Studies – read Berenstain Bears Lemonade Stand by Mike Berenstain identifying characteristics of neighborhoods, safety of selling things in a neighborhood.

Health – Create small acorn treats using chocolate kisses, peanut butter, small vanilla wafers and peanut butter chip. (recipe <https://www.hersheyland.com/recipes/kisses-acorn-treats.html>)



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