

Story Title: Arthur's Funny Money

Grade level: 1<sup>st</sup> grade

Lesson created by: Julia Rowles and Elisabeth Deaton

Length of lesson: 1 day for the book; students rotate through learning centers according to your class center schedule (1 week in our classrooms)

Math Objectives:

1.27 – Recognize and give the value of the penny, nickel, dime, quarter, and one-dollar bill

1.28 – Select combinations of pennies, nickels, and dimes for given values up to \$1.00

Language Arts Objectives:

1.3.2 – Retell a story focusing on story elements (SOL 1.9)

1.3.5 – Distinguish between reality and fantasy

1.3.11 – Organize and record information by charting, mapping, and graphing

1.4.2 – Follow two-step and three-step directions (SOL 1.2)

1.6.2 – Write daily across the curriculum using a variety of tools and formats (e.g., learning logs, response journals, graphic organizers)

1.7 – Communicate ideas in writing using legible handwriting, punctuation, and capitalization (SOL 1.11, 1.12)

1.8 – Demonstrate effective oral communication (SOL 1.1)

Materials:

Arthur's Funny Money

Large cut-outs of penny, nickel, dime, quarter, and dollar – one set per child

Magnetic coins

Play coins in a plastic bag

Graphic organizers (attached to this lesson)

Plastic bags full of coin combinations – enough for each child in your class to have a bag. Each bag should hold the same amount of money for the store center.

Stickers, crayons, glue sticks, pencils, erasers for students to purchase at the store center.

Tickets/cards for the store center – display the cost of each item on these tickets/cards

Learning Log journals – glue experience paper (has blank top) to construction paper and fold the construction paper over. One per child.

Center scripts (attached for your on and below-level groups. For your top group, copy pages 52 – 54 of Arthur's Funny Money.)

Center completion check-off sheet

Procedure:

*Engage:* Hold up large cut-outs of money, asking children to pull out the same coin. Ask the children to tell you what coins they are holding. Then ask children to add certain values of money, for example one penny plus one dime or one quarter plus one nickel. Ask them when they have to add amounts of money together.

*Explain:* In our story today, Arthur's Funny Money, you will see that Arthur also has to add amounts of money together to see if he can buy things that he wants. If you have ever done this, then you can make a text-to-self connection with the story.

*Explore:* Read aloud Arthur's Funny Money. Stop to think aloud about story elements, such as:

- beginning, middle, and end
- elements of reality (having a yard sale, spending money for needs) and fantasy (monkeys talking)

Students should be jotting notes on their own story maps to help them in later work. Also stop at the points when Arthur adds or subtracts money. Discuss how many dimes, quarters, pennies, etc he might need to make that amount of money. Have students come up to the easel to model the amounts with large magnetic coins.

After reading aloud the story, dismiss students to the following learning centers, according to your classroom procedures:

- **Money Center:** Put out a plastic bag containing various play coins. Students work with a partner to make coin combinations that total up to \$1.00. Students record their combinations (kind of coin and total value) on paper. Let your advanced math students know that they can make coin combinations of more than \$1.00, because the bag will have enough coins to go over \$1.00.
- **Journal Center:** Students use their graphic organizers to retell the story events from Arthur's Funny Money. Students draw a picture following journal completion that represents a favorite part of the story.
- **Store Center:** When students arrive at the center, they receive a bag full of play coins. They use these coins to purchase small items, such as pencils, erasers, crayons, glue sticks, and stickers, from the store. The teacher pre-sets the bags, the store items, and the cost of the items.
- **Learning Log Center:** Write about a shopping trip or how you have had to save money. Do you get an allowance? If so, how do you spend and save your money?
- **Readers' Theater/Drama Center:** Have students read the script (attached – pick according to reading level), taking turns as Arthur, the Saleslady, and Violet.

*Evaluate:* Center completion check-off sheet.

Name:

Story Map – Beginning, Middle, and End

Beginning	
Middle	
End	

Name 1:  
Name 2:

### Our Coin Combinations

<b>COINS USED</b>	<b>TOTAL VALUE</b>
1	
2	
3	
4	
5	

SCRIPT – ON LEVEL – Arthur's Funny Money

*Arthur*

*Saleslady*

*Violet*

Arthur: How much does it cost?

Saleslady: Four dollars and twenty-five cents. Do you have that much money?

Arthur: I don't know. I have to count.

Violet: Dump out your money, Arthur. You know how to count.

Arthur: Let's see. I have four dollars and forty-three cents.

Saleslady: You can buy a t-shirt and a cap. You will even have money left over.

Arthur: Wow! That is great.

SCRIPT – BELOW LEVEL – Arthur's Funny Money

*Arthur*

*Saleslady*

*Violet*

Arthur: How much is it?

Saleslady: \$4.25. Do you have that much money?

Arthur: I don't know. I have to count.

Violet: Dump out your money, Arthur. You can do it.

Arthur: Let's see. I have \$4.43.

Saleslady: You can buy a t-shirt and a cap. You have money left.

Arthur: Wow! That is great.

Name:

Center Completion Check-Off Sheet

<b>CENTERS</b>	<b>DID YOU DO IT?</b>	<b>DID YOU LIKE IT?</b>
Money Counting		
Journal		
Store		
Learning Log		
Readers' Theater		