

**Check it Out!**  
We Learn as We Behave!



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# Goals and Objectives

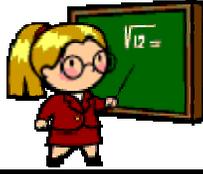


The ultimate **goal** of Check it Out! is to create a multidisciplinary unit of study that will immerse the students within basic economic issues, mathematical application and computation, and children's literature. Check it Out! exposes students to math-based literature such as; Pigs Will Be Pigs, Amanda Bear's Amazing Dream, The Big Buck Adventure, and Toothpaste Millionaire.

Literature is used to set the stage and introduce the different strands of mathematics that will be taught throughout the school year. The students will receive a checkbook and blank "**Math Money**" checks. As the students perform well in mathematics and achieve higher scores on weekly brain busters, simulation puzzles, tests, and classroom assignments they will earn **Math Money**. An alternative way of earning tickets is through good classroom behavior. Consequently, the students participating in the program develop a better self-image and a sense of pride for their work and daily classroom behavior.

In the end, the **objective** of this unit is for students to learn all the mathematical processes through the maintenance of the checkbook. Deposits and withdrawals become part of the student's daily school activities, allowing students to make real life connections with mathematics through money. Check It Out!, shows the students how to spend money while saving small portions and see their checkbook balance grow! I can determine that my **objective** has been met in this unit if my students acquire the lifelong skills needed in order to deal with money and the maintenance of a checkbook. I hope that the students will also acquire a love for literature and writing. It is very exciting for the students and teacher to see money come and go and build a new business that may be a success in the future. Who knows, maybe some of the ideas generated in my classroom will become a reality in the lives of some of my students one day!

# Sunshine State Standards



## Language Arts

- LA.A 1.2 The student uses the reading process effectively
- LA.A 2.2 The student constructs meaning from a wide range of texts.
- LA.B 1.2 The student uses writing processes effectively.
- LA.E.1.2 The student understands the common features of a variety of literary forms
- LA.E.2.2 The student responds critically to fiction, nonfiction, poetry, and drama.

## Mathematics

- MA.A.1.2 The student understands the different ways numbers are represented and used in the real world.
- MA.A.2.2 The student understands number systems.
- MA.A.3.2 The student understands the effects of operations on numbers and the relationship among these operations.
- MA.A.4.2 The student uses estimation in problem solving and computation.
- MA.B.1.2 The student measures quantities in the real world and uses the measures to solve problems.
- MA.E.2.2 The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.
- MA.E.3.2 The student uses statistical methods to make inferences and valid arguments about real-world situations.

# Course Outline



**Check it Out!** is a wonderful way of motivating students to achieve higher math scores and reinforces excellent classroom behavior. At the beginning of the unit the students receive a checkbook with "**Math Money**" checks. As the students achieve higher scores in their daily and weekly assessments they record their scores on the weekly "Bank Statement." As they achieve points, they convert the letter grades into tickets or "**Math Money**." For example, an A=3 tickets, a B=2 tickets, and a C would be 1 ticket. These tickets are "**deposited**" in the ticket bank on a daily basis and each ticket becomes a \$1.00 after the initial deposit. Focusing on good and positive behavior motivates all the students in the classroom to do their best. Students can earn tickets (**Math Money**) for good answers, good manners, class preparation, good cooperative group policies, and following the classroom rules. Once a month the students have "**Pay Day**." The tickets (**Math Money**) are given back to the students and they record a \$1.00 for each ticket they received throughout the month in their account booklet.

Initially, the satisfaction of a growing and successful account is motivation enough for the students, but eventually the students need to feel a need to acquire "**Math Money**" tickets. Subsequently, students use their "**Math Money**" checks for everything in the daily classroom routines. In order to participate in field trips, the students need to write a "**Math Money**" check to the teacher. Similarly, they can write a check for school supplies, and goodies from the **classroom store**. They can also purchase **coupons** used for free time, computer time and sit with a friend as well as free homework passes.

# Lesson Plans



## Lesson # 1

### Introductory Lesson

Introduce the money theme using the book, The Big Buck Adventure.

#### Activities:

1. Set up a folder for "Mad Money Brain Busters", tests, quizzes and class work.
2. Prepare checkbook and record book for weekly and monthly deposits.
3. Write riddles similar to the ones in the story.
4. Using the pattern of a dollar (buck) the students will also write about the different times that they would spend their "bucks" on.
5. Make their own credit cards with different kinds of colored paper (these should be laminated for durability). They will spend money with their credit using different magazines. They need to keep balance sheet and out their interest rate as well as how much debt they have accrued at the end of the month.

## Lesson # 2

Begin the lesson by reading the story Pigs Will Be Pigs."

1. Students continue to earn tickets for brain busters, test, quizzes, and class work and positive classroom behavior.
2. Design their own menu that contains different types of foods and specials with combination of different foods.
3. Invite parents to a **Math Family Fun Night**. This is where the students exhibit their projects and there will be different mathematical games that the students can play with their parents.
4. Cooking in class. Following measurements that are contained within recipes. Adjusting the recipes for different portions and sizes.

### Lesson # 3

As an introduction to this next lesson, the students should be exposed to Math Seasons and Grapes of Math by Greg Tang

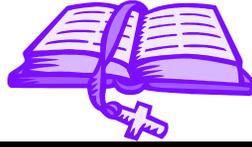
1. Continue balancing their checkbooks and earning "Math Money" throughout the month.
2. Making the difference! The students will participate in Big Brother/Big Sister Tutoring. They will go to the primary grades and teach the other students about money and saving.
3. In order to teach the younger students with ease, the students will select a mathematical topic and they will design a game that focuses on a certain mathematical skill. This will help the students that they tutor.
4. Mathematical Picture Book. The students will write a story that has a mathematical theme and that draws in it's readers with an interesting storyline, illustrations and innovative cover.
5. The students will write their own mathematical poems and these will be collected in order to compile a "class Poetry Book."

### Lesson # 4

Begin reading the chapter book Toothpaste Millionaire with the students.

1. As with all the previous lessons, the students will continue depositing tickets (**Math Money**), balancing their checkbooks and buying items and coupons at the classroom store.
2. Just like the boy in the story, the students will start their own business. They will research the kinds of things that they are interested in selling and the different types of advertising available to them. They will need to set up their store, brochures, commercials, and billboards.
3. Learn about the economy and keep an account book of their entrepreneur success.
4. Design a T-shirt that says Check it Out! so that they the students can wear them with the uniforms on "Pay Day."

# Bibliography



## Number Sense

- |                            |                             |
|----------------------------|-----------------------------|
| 1. A Place for Zero        | Angeline Lopresti           |
| 2. How Much is a Million   | David M. Schwartz           |
| 3. The King's Commisioners | Aileen Freidman             |
| 4. The King's Chessboard   | David Birch                 |
| 5. Pigs Will Be Pigs       | Amy Axelrod                 |
| 6. More M&M Math           | Barbara McGrath             |
| 7. The Big Buck Adventure  | Shelley Gill/Deborah Tobola |

## Measurement

- |   |                           |
|---|---------------------------|
| 1. The Librarian Who Measured the Earth |                           |
| 2. Sir Cumference Series                | Cindy Neuschwander        |
| 3. Grandfather Tang's Story             | Ann Tompert               |
| 4. How Big is a Foot?                   | Rolf Myller/Susan McGrath |

## Geometry

- |                        |                  |
|------------------------|------------------|
| 1. The Greedy Triangle | Marilyn Burns    |
| 2. Arrow to the Sun    | Gerald McDermott |

**Algebraic Thinking/Data Analysis**

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1. <i>The Grapes of Math</i>          | <i>Greg Tang</i>          |
| 2. <i>Math for All Seasons</i>        | <i>Greg Tang</i>          |
| 3. <i>Amanda Bean's Amazing Dream</i> | <i>Cindy Neuschwander</i> |

# Teacher Resource/Reproducible



## Example of Math Money Check

Pay to The Order: \_\_\_\_\_ # \_\_\_\_\_ 

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\_\_\_\_\_ Dollars

*Fig National Bank  
Of Miami*

For: \_\_\_\_\_ Signature \_\_\_\_\_



# Adapter Information

For more information concerning IMPACT II opportunities  
Adapter and Disseminator Grants, please contact:

The Education Fund  
(305) 892-5099

Email: [lvalle@educationfund.org](mailto:lvalle@educationfund.org)

Website: [www.educationfund.org](http://www.educationfund.org)

See attached application for more information