

NTTI Media-Rich Lesson Plan

Luana K. Slaughter

YOUR NAME

Who Wants To Be A Millionaire?

LESSON TITLE

Grade 1

GRADE LEVEL

One 60-minute class period.

TIME ALLOTMENT

OVERVIEW

This lesson focuses on estimation and mathematical reasoning. It allows the students to visualize how much one million really is. Although it may not be feasible to count a million of something, we can imagine a million through the skill of estimation and mathematical reasoning.

Students will take a trip through a Crayola Crayon Factory with host Levar Burton and will hear from workers who use grouping and estimating techniques. Crayola workers will talk about the large number of crayons they handle daily in their jobs. Then students will head to Giants Stadium in New Jersey where vendors and stadium employees use estimation to prepare for game day.

SUBJECT MATTER

Mathematics

LEARNING OBJECTIVES

Students will be able to:

- Visualize a million.
- Estimate the number of objects in a jar.
- Demonstrate how to organize data by writing down their estimations

- and actual findings.
 - Evaluate the reasonableness of an estimate.
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STANDARDS

From the Georgia State Department of Education, Georgia Learning Connections QCC Standards, <http://www.glc.k12.ga.us>.

MEDIA COMPONENTS

Tape:

Reading Rainbow: How Much is a Million? (#120) Hosted by Levar Burton

Websites:

<http://peachstarunitedstreaming.com/index.cfm> Math Monsters: Estimation

This website uses cartoon-like characters that explains estimation in a fun way.

<http://teacher.scholastic.com/max/candy/index.htm> Scholastic Max's Math Adventures: A Sweet Story

This is a Scholastic, Inc. website that uses stories to help teach children math.

Book:

How Much is a Million? by David M. Schwartz – ISBN #0-688-0933-5

Order at <http://www.alibris.com> (Type in David M. Schwartz under Author's Name)

MATERIALS

- 1 Big Plastic Jar
 - 1 Bag of marbles
 - Estimation Record Sheet for each student
 - Pencil for each student
 - Construction Paper (1 pack)
 - Cut-up hot dogs in a clear plastic bag (10)
 - 12 Pack of Crayola crayons for each student
 - 1 Egg Carton
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PREP FOR TEACHERS

- Prior to teaching this lesson, bookmark the Websites used in the lesson on each computer in your classroom.
 - Prepare all materials for lab.
 - Cue video before beginning lesson
 - Prepare big jar with marbles
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INTRODUCTORY ACTIVITY

Step 1:

Ask your students have they ever seen a million of anything. Hand out construction paper and crayons. Instruct students to draw something they would buy with one million

dollars. Give the students an opportunity to show their work to the class and discuss their illustration.

Step 2

Teacher will discuss what sorts of things logically exist in millions. Begin this discussion with objects that are more easily visualized, such as things that come in 2's, 3's, 4's, 7's, a dozen, etc. Use an egg carton to demonstrate a dozen. Write student responses on the board.

Step 3

Provide students with a **FOCUS FOR MEDIA INTERACTION** by discussing the concept of estimation and why it is useful when thinking of very large numbers such as a million. Insert Reading Rainbow: How Much is a Million? Episode (#120) hosted by Levar Burton to introduce the story and estimation. **Start** the tape at the beginning and **Stop** the tape after the marble jar is introduced. **CHECK FOR COMPREHENSION** by asking students to estimate how many marbles are in the jar.

Step 4: The teacher will read How Much is a Million? by David Schwartz to the students. Only read section that talks about one million. Allow students to study the illustrations closely. Discuss the events in the book and which solutions could possibly be verified and why others would likely be impossible to check.

LEARNING ACTIVITY

Step 1: Provide students with a **FOCUS FOR MEDIA INTERACTION**. Ask your students what they think of when they hear the word “estimation.” Teacher will **PLAY** Math Monsters: What is Estimation? Videostream on a LCD projection screen. Click on segment entitled, “Estimating the Amount of Fruit on a Tree” (2:07).
<http://peachstarunitedstreaming.com/index.cfm>

Step 2: Provide students with a **FOCUS FOR MEDIA INTERACTION** by showing the class a big, clear jar of lots and lots of crayons. Ask the students to begin thinking of how many crayons they estimate are in the jar.

Step 3: **START** the tape How Much is a Million? at the segment where Levar Burton is at the Crayon Factory. The workers at the Crayon factory will explain how many crayons they actually make in a day, in a month, in a year. **PAUSE** the tape after the Crayon factory segment.

Step 4: **CHECK FOR COMPREHENSION** by asking students to record how many crayons they estimate are in the jar and record the answer on their estimation sheet. Ask the students for their answers and list them on the board. Then reveal the answer.

Step 5: Provide students with a **FOCUS FOR MEDIA INTERACTION** by asking them to estimate how many lunches the cafeteria staff has to prepare each day for all the students in their school. *Resume Play*. Levar Burton will now be at Giants Stadium explaining how workers prepare for a game by estimating how many hot dogs and other food items they will need depending on how many people they expect at the game. **Stop** the tape at the end of this segment.

Step 6: **CHECK FOR COMPREHENSION** by asking students to come sit in a circle and share their estimation of how many lunches are prepared each day. Have the students bring their estimation sheets. Place a big bag of hot dogs in the middle of the circle. Call on each student one at a time to examine the bag of hot dogs. Tell them to record how many hot dog pieces they estimate are in the bag. Ask students to record their answers on their estimation record sheet.

Step 7: The teacher will collect the estimation record sheets and post them on the bulletin board with an explanation of the estimation activity.

CULMINATING ACTIVITY

Provide students with a **FOCUS FOR MEDIA INTERACTION**.

Step 1

The teacher will ask the students to go to a computer.

<http://teacher.scholastic.com/max/candy/index.htm>

Scholastic Max's Math Adventures: A Sweet Story

Step 2

Read the story to the students as they follow on the computer. The teacher will read the story from a copy printed from the computer.

Step 3

At the end of the story, students will type in their response in the box provided on the website. Monitor students and read aloud each students answer as they finish typing.

Optional: Praise each student for all of their hard work by giving each student a 12 pack of Crayola crayons and a sticker to take home.

CROSS-CURRICULAR EXTENSIONS

LANGUAGE ARTS: On the tape vendors were preparing food for crowds of people. Write a short story about when you were in a crowd or saw a crowd. Cut out a picture of a crowd from a magazine to go with your story.

SCIENCE: Draw a scene of the solar system with a million stars. Use your science book to name the planets. Use black construction paper and a white chalk.

VISUAL ARTS: Crayola crayons have colorful names. Discuss with students the difference between colors. For example, violet red and red violet. Choose three crayons and give them a new color name.

COMMUNITY CONNECTIONS

- Go shopping with your parents and let them help you estimate how much the bill would be.
 - If you have steps in your home, count them as you go up and down. Count the number of steps it takes to go from one room to another.
 - Go to a stadium and meet a worker at a concession stand. Interview the person and ask them to estimate about how many food items they sell in one game.
 - Visit your local Zoo. Go to the insect house and study the insects. Estimate about how many insects there are in the tank
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STUDENT MATERIALS

- Estimation Record Sheet
- Basket of Crayons
- Pencil