

## Osmo – Pizza Company & Fun Brain – Change Maker

### Mini-Lesson Idea #1

Joy Springhart

#### 1. Grade level/Audience:

I would use this technology in a 1<sup>st</sup> grade classroom, as a lesson that starts off as a whole-class mini-lesson and then lets students break off into pairs to practice for reinforcement.

#### 2. Curriculum topic:

I would use this technology as a way to practice making change using dollar bills and quarters. This will help students reinforce the skill of recognizing change, and it will help them practice the new skill of making change, especially with the use of quarters. Bills will not be as difficult since they mostly require quick subtraction, but breaking dollars down into quarters is a skill introduced in 1<sup>st</sup> grade, and this would really help reinforce that skill.

#### 3. Tools:

I would use Osmo Pizza Company and the game “Change Maker” from Fun Brain for this mini-lesson. I would like to have Chromebooks and/or desktops set up with the Change Maker game pulled up, around the room, and then Osmo set up on as many iPads as I could afford to have it set up on.

#### 4. Synopsis of what you are doing including how you are using the tools:

I will begin the mini-lesson by asking students if they have ever heard someone say that something is “one-quarter” full, or that they have “one quarter” of something. I will then ask students if they know what that means. I will encourage students to think through the answer—and if they are struggling, I will ask them if they remember how much one quarter is worth in money. (25 cents.) I will ask them how many 25’s it takes to make 100 (one dollar). If the students are still getting stuck, I will get out my spray bottle of “brain juice” to get them thinking on the right path and spray it all over them to get their brain juices flowing! Finally, I will guide students to the conclusion that it takes four quarters to make one dollar, and we will discuss what that means when talking about making change—how half of a dollar is two quarters, or 50 cents,

etc. After we have had those conversations, I will divide students into pairs. I will explain that I am about to send them to centers around the room, either on iPads set up with Osmo Pizza Company, or at desktops or Chromebooks set up with another game from a website called Fun Brain, called Change Maker. I will explain that each pair of students must take turns playing on these games, and they may carry a notepad and pencil around with them to keep score and have a little friendly competition amongst themselves or use it as a way to scratch out and draw their change. Then I will let students begin circulating around the room, staying for 5-10 on each center. I will monitor the room, observing students and helping them when they get stuck.