

- 1) Grade level
 - a. Third
- 2) Curriculum topic
 - a. The curriculum topic that will be addressed is math in terms of the economy and how much money is worth.
- 3) Tools
 - a. The tools that will be incorporated into this mini-lesson include Osmo and Sandbox.
- 4) Synopsis of what I am doing/how I am using the tools
 - a. The Osmo tool will be used as a way for students to work with money in a way that will allow them to visualize how much it is actually worth. With the Osmo tool, students will be able to run their own pizza shop and create the pizzas that customers request. After the customer has eaten their pizza, then they pay for their meal using money that the student collects. Some customers will give money that requires change which means the student must know basic math to know how much money the customer should get back. Along with the basic math skills, students should know how much each bill is worth. After students have played around with this learning game, then they will make a video using Sandbox to talk about what they learned. Students will use the money from the Osmo game and create a short video that talks about how much each bill is worth.
- 5) How students are doing it
 - a. Students will be doing it in groups of 3 and the roles will be broken up according to the task that needs to be done. Each student will take a turn playing the game and then each student will be featured in the video as well. One student will be in charge of recording, one student will hold up the money, and one student will talk about how much their bill is worth. The roles will rotate in order that all of the money is explained and so that each student will have an actual part in the video. I will then use this video as a way to informally assess student learning.