Honor Pledge:
On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment/examination.

XXXX
Signature                   Date

Subject Area: Math

Grade Level(s): First Grade

Date Lesson to Be Taught: October (To be determined)

Time Frame/Duration: 30-45 Minutes

Lesson Objective(s):

S.C. Content Standards Correlation:

Standard 1-5: The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

Indicator
1-5.1 Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.

Observable Learner Outcomes:

By the end of the lesson the student will be able to use a counting procedure to find the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar and no more than fifty cents.
Previous to this lesson students were to identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each. Also the students learned how to count by 1’s, 5’s, 10’s, and 25’s to 100. Previous to this lesson the students learned how to represent money using the cent notation.

Future activities will deal with representing a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.

**Number of Students:** 16 students

**Grouping:** Whole class instruction and small groups.

**Accommodation/Differentiation:** In this lesson I will be teaching through the different learning styles by using hands-on activities for the kinesthetic learners, visuals for the students who like to see examples, and verbal instruction for the auditory learners. If I have someone in my class with a vision impairment, I will provide written instructions in a larger font size. If a student is unable to complete a task because of a physical condition I will assign them to a partner that can help assist the student with the activities. If a student has hearing difficulty I will sit them in the front of the class and repeat any instructions if necessary. If I have a student(s) with ADHD or another learning disability, I will sit them in the front of the class and assist them as needed or allow a more capable classmate to help them through the lesson/assignment.

**Materials/Resources:**

1. Ahoy, Mateys! Worksheet (16 copies)
2. Cube coin sheet (16 copies)
3. A bag of coins (1 bag)
4. Paper coins (1 pack per small group)

**Educational technology as appropriate:** Technology will not be used in this lesson because it is a hands-on activity and whole class discussion. The white board will be used instead of the SMARTboard.

**Safety Issues/Concerns:** I will caution the students not to put the coins in their mouths because it is dangerous.

**Lesson Procedures:**

**Contextual Teaching:** The students will have an understanding that counting coins is important in everyday life. The students will understand that when they go to the store to buy something they need to know how to count coins in order to pay the cashier the right amount of money. The
Teacher will explain that it is also important for the students to be able to count coins so they will know they are getting the correct amount of change back from the cashier.

**Instructional Strategies:** Large group instruction and small group activity.

**Step-by-Step Outline of the Lesson:**

1. The teacher will tell the students, “While I was at the beach I discovered a bag full of coins.” (Display the bag for the students to see). Then the teacher will ask a student volunteer to reach into the bag, feel the coins, and guess the name of each coin. The teacher will caution the students not to put the coins in their mouths because it is dangerous. The teacher will instruct the student to take the coins out the bag, one at a time, to verify the guesses.

2. As a review, the teacher will then share a few coin facts with the students. 1) A nickel is bigger than a penny or a dime. 2) The dime and penny are almost the same size. 3) The penny and the nickel have smooth edges. 4) Dimes and quarters have ridges called milling or reeding to help blind people recognize certain denominations. 5) Abraham Lincoln is on the heads side of the penny. 6) Thomas Jefferson is on the heads side of the nickel. 7) Franklin D. Roosevelt is on the heads side of the dime. 8) George Washington is on the heads side of the quarter.

3. The teacher will tell the students that is important for them to know how to count coins in everyday life. The teacher will explain that when they go to the store to buy something they need to know how to count coins in order to pay the cashier the right amount of money. The teacher will explain that it is also important for the students to be able to count coins so they will know they are getting the correct amount of change back from the cashier. The teacher will review how to represent money using the cent notation.

4. The teacher will introduce touch points to the students. The teacher will draw sample coins of a penny, nickel, dime, and a quarter on the board. The teacher will explain and demonstrate that a nickel has a point in the middle and is worth 5. The teacher will demonstrate that a dime has a point at the top and at that bottom and it is counted: 5, 10. The teacher will demonstrate that a quarter has 5 points on it in the same figuration as 5 dots on a domino. It is counted: 5, 10, 15, 20, 25 as each point is touched. The teacher will explain and demonstrate that a penny has a line under it and when turned around it looks like the number 1. This is always counted last and they count to the next number, by ones.

5. The teacher will have students come to the board and practice drawing the touch points on the coins and telling the amount of each coin. Then the teacher will have the students work in small groups and practice touch points with paper coins that are laminated with a dry erase maker.
6. When the teacher feels that the students are comfortable enough to play a game using the touch points counting procedure then the teacher will pair the children in new small groups of two.

7. The teacher will ask for a volunteer to hand out the Ahoy, Mateys! coin sheet to each student. The teacher will hand out the coin cube pattern sheet. Then the teacher will explain how to create the coin cube by explaining that they are to cut along the solid line, fold along the dotted lines, and then tape together to form a cube shape. The teacher will assist children who need help making their cubes.

8. Then the teacher will explain how to play the game. “One student in each pair rolls the cube and records the value of the coin shown in the column labeled “Roll 1.” “The other partner then follows in the same manner.” “The players are to continue, alternating rolls, until they have each recorded the values shown from the five rolls of the cube. Each player then totals his rolls and writes the total amount of money in the “Total” column. The player with the highest total wins that round.” The teacher will ask the students if they have any questions before we start the game. The teacher will remind the students to use touch points to find the value of the coins. The teacher will walk around and make sure the students are playing the game right and to see if they need help.

9. The teacher will have the students repeat the activity for three additional rounds.

10. The teacher will be walking around with a checklist of five student’s names in the class to monitor whether they are getting the correct total. The teacher will ask students as they are playing the game to tell her the number of touch points a dime has or the number of touch points a nickel has. Then the teacher will ask a member from each of the groups to come up to the board and write what amount they got in the first five rolls and the total of the coins in that row using touch points. Then the teacher will go over these problems with the class using touch points as a review.

11. The teacher will take the Ahoy, Mateys! worksheet up to be graded.

**Suggested Assessments:**

Prior to lesson: The students were to identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each. Also the students learned how to count by 1’s, 5’s, 10’s, and 25’s to 100. Previous to this lesson the students learned how to represent money using the cent notation.

During the Lesson: The teacher will be walking around with a checklist of five student’s names in the class to monitor whether they are getting the correct total. Then the teacher will ask students as they are playing the game to tell her the number of touch points a dime has or the number of touch points a nickel has.
After the lesson: The teacher will ask a member from each of the groups to come up to the board and write what amount they got in the first five rolls and the total of the coins in that row using touch points. The teacher is checking for the students understanding of the value of different coins and being able to add them up to get the correct total.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Points Possible</th>
</tr>
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<tbody>
<tr>
<td>Correct values of each coin that they rolled in four rows.</td>
<td>25 points</td>
</tr>
<tr>
<td>Correct total of the coins that they rolled at the end of four rows.</td>
<td>25 points</td>
</tr>
<tr>
<td>Used touch points in the correct Way.</td>
<td>25 points</td>
</tr>
<tr>
<td>Worked cooperatively with partner.</td>
<td>25 points</td>
</tr>
</tbody>
</table>

Follow-up: If 80% of the class meets the objective, the students who did not meet the objective will work in small groups for an activity. For each group, I will label an index card (each with a different amount of money-less than 50 cent). Each group will have an index card and a supply of dimes, nickels, and pennies. Each group of students will work together to show as many different coin combinations as possible for the amount on each index card using touch points.

References: