

## CMAG Lesson Planning Template

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### I. Content of Lesson/ Topic:

**Grade level: elementary**

#### NCTM National Standards:

What national standards, goals, & expectations does this lesson target?

**Numbers and Operations & Algebraic Relationships WMAS D.4.4**

What are critical considerations regarding this content? Big ideas?

**Identifying coin values for penny, nickel, dime and quarter**

**Counting-on**

#### Goal(s) of the Lesson:

What do you want the students to know and be able to do?

**Students will read, write, count and compare coins making combinations in amounts up to \$1.00**

What overarching questions do you want them to be able to answer?

**Can a student determine if they will have enough money to purchase a combination of items, and would they be able to count-on to make change up to \$1.00.**

#### Assessment Targets and Methods:

Describe how you intend to assess to determine whether students achieved lesson goals. **Pre & Post test would be hands on demonstrations:**

**Have students demonstrate 5 ways of making \$1.00 using different combinations of coins.**

**Students will count coins given to them beginning with the largest value and counting on to \$1.00.**

**Given an amount of coins less than \$1.00, student will determine the amount and add coins to make \$1.00**

### II. Pedagogical Considerations: Prior Knowledge, Differentiation, and Management

#### Prior Knowledge:

What should students know to engage in the lesson? **Counting to 100, values of coins, counting-on, skip counting with 5,10, 25**

How will you build on previous knowledge? **After pre-assessment, build skills to level needed through hands-on practice, coin identification etc.**

What are common misconceptions regarding the content in this lesson? **Teacher may assume that students have mastery of coin identification and value as well as counting-on, it will be important to assess students prior knowledge and skill before proceeding with this lesson.**

#### Differentiation:

How will you meet the needs of all learners? (Consider learning styles, developing language, personal and social characteristics, and physical and emotional abilities) **Allow students the use of manipulatives, shorter intervals of practice in a variety of settings with repeated opportunities.**

**Hands-on materials may be real, or realistic coins, cash register, play store set up, board games and bingo, or flashcards.**

#### Classroom Management:

## II. Pedagogical Considerations: Prior Knowledge, Differentiation, and Management

What management strategies will you utilize during the lesson? **Review values of penny, nickel, dime and quarter. Demnstrate counting-on starting with largest value, visit sites to demonstrate how to work different games. Partner work, small groups of 3-5, work stations which would include computer, school store, use of coins and calculators where students' first count coins and then check their work.**

## III. Technology Components/Considerations

What technology tools or resources you will use for this lesson?

[www.mathslice.com/index.html](http://www.mathslice.com/index.html)  
[www.internet4classrooms.com.com/](http://www.internet4classrooms.com.com/)  
[www.aaamath.com/](http://www.aaamath.com/)

What are the limitations of the tool? **The tech tools provide a variety of ways to practice the skills but does not teach the underlying principles of counting change**

How will you compensate for these limitations?

**Some of the sites have quite small writing, coin pictures and others are written for solid readers. Each site will need to be visited and matched to the needs of the individual student or students should be paired according to strengths so they can compliment one another's needs.**

## LESSON DESCRIPTION

<b>Preparation</b>	<p>What are the key features that should be highlighted when working with this lesson? <b>Coin values, counting-on</b></p> <p>What type of preparation is needed before you can begin the lesson? What resources will you need?</p> <p><b>Dry erase boards/chalkboard with markers/chalk and erasers</b></p> <p><b>Real or realistic coins, in denominations of penny, nickel, dime, quarter</b></p> <p><b>3x5 cards with amounts of money written on them so that the students can recognize and practice different ways of demonstrating the amount</b></p> <p><b>Student computers</b></p>
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	Lesson (steps of the lesson)	Questions for Learners	Notes / Reflections
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	Lesson (steps of the lesson)	Questions for Learners	Notes / Reflections
Introduction	<p>Assess prior knowledge of coin values and counting-on to 100.</p> <p>Review skills that are not well understood using hands-on materials</p>	<p>Count to 100, by 1, 5, 10, 25's</p> <p>Starting with # count to 100.</p> <p>Make connection of 25 to \$.25 etc.</p> <p>“What is the name/value of this coin?” (penny, nickel, dime, quarter. Give these through oral and written responses)</p> <p>“If you had \$.30 what additional coins could you use to get to \$.50, \$.85, \$1.00?” do variety of others.</p>	
Core Instruction	<p>Demonstrate counting-on from any amount up to \$1.00. Also do it in the context of making change.</p> <p>Hand out 3x5 cards with amounts up to \$1.00 printed on them for student to work with a partner &amp; practice choosing coins to make the amount shown. Use the same cards to count-on from the amount using coins to make the amount that could be given for change.</p> <p>Introduce computer games</p>	<p>Ask the learner to show several ways to indicate the same value. “What is another way you can show that same amount using a different combination of coins?”</p>	
Closure	<p>(Attach activity sheet/s if used in the lesson.)</p> <p>Whole group discussion of different sites.</p> <p>Whole group, oral response for coin names, values, counting-on to \$1.00 with sets of coins.</p>	<p>“Which games were fun?”</p> <p>“What did you learn?”</p> <p>“What was difficult and what do you need more practice on?”</p>	<p>Enrichment activities:</p> <p>Card game by International Playthings Inc. called <i>Loose Change</i>. Players lay cards of different coin values, adding to the previous cards, hoping to be the one to make exactly \$1.00 to earn a point.</p> <p>Paper/pencil worksheet could be developed for assessment.</p> <p>Daily review: Create a Math Square. This</p>

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			<p>is a space on the board or wall that has a daily math problem in it, where the students record their answers in a math journal. This could easily incorporate a simple money review problem along with other math skills.</p> <p>Create a classroom store where students can have fun roleplaying purchasing items up to \$1.00 and giving change.</p>