**Coin Combinations to $1**

**Legend**

T = Teacher

st – student

sts = students

w/ = with

**Darlene Achee 2nd/Math\_\_\_\_\_\_**

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| **Domain 1: Planning** | **Other Domains** | **Lesson Component** |
| **1c:** Inst. Outcomes**1b:**Knowledge of Sts | **2b:** Culture for Learning**3a:** Communi-cating  | **Objective(s)**: In pairs, TSW learn to find at least 5 combinations of coins to create $1.00**Importance of Objective/Content**: It is important for students to learn how to count different combinations of coins because counting money is a necessary skill because money is a daily part of life.  |
| **1a:**Content/ Pedagogy**1c:** Inst. Outcomes |  | **TEKS**: (5) Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to: 1. determine the value of a collection of coins up to one dollar

**ELPS: na** |
| **1e:**Coherent Inst.**1a:** Content/ Pedagogy**1b:**Knowledge of Sts | **2b:**Culture for Learning**2c:** Classroom Procedures**3a:**Communi-cating**3b:** Questioning/Discussion **3c:**Engaging Sts in Lng | **Anticipatory Set:** The class will look at real quarters, dimes, nickels, and pennies and discuss the value of each. Students will divide into pairs. One student will call out penny, nickel, dime, or quarter. The other student reaches into a bag which has one of each coin, then feels for the coin without looking to try to pull out the correct coin called. **Procedures/Activities/Explanations** : 1) TTW will wonder how many combinations of coins there are to create $1.00, allowing for student participation. 2) TTW explain we will be learning how to count coins up to $1.00, then ask, “Why is this important to learn?”. 3). TTW explain that real money from the bank will be used to help pairs of students investigate possible combinations, asking that care be used to count the money carefully at the end so all is returned. 4) TTW will show how a money mat (hundred board) can be used as a tool if desired to determine combinations (scaffold). 5) TTW model experimenting with real coins, then drawing what I think makes a $1.00 with coins by charting the combination on the paper. This example will be put on the whiteboard. 6) TTW explain that this is how we can show that we are learning how to count coins to $1.00. 6) Sts will choose pairs, receiving coin bags as pairs are determined, find a location for success, then begin using pennies, nickels, and dimes to create various combination, plus chart these combination with pencil onto manila paper. Sts who finish early will be allowed to try combinations with quarters as well. 7) TTW walk around writing down observations, asking questions such as “Can you explain why you feel this combination makes $1.00?” “I see this group with dimes. Dimes are tens. Can you think of another way to take apart the value of this coin to make a new combination?” “Tell me what you discovered.” “Do you see any patterns?” 8) As students finish, TTW collect coin bags personally. |
| **1f:** Assess.**1b:** Knowledge of Sts | **3b:** Questioning/Discussion **3d:** Assess. | **Assessment**: 1) TTW walk around during student exploration, taking notes, asking questions to assess the students. 2) The class will meet at the rug to share their combinations. TTW record initials to observe combinations found by different pairs. 3) TTW collect the papers to note on the assessment index cards how each student fared for feedback/reteach on the following day |
| **1e:**Coherent Inst.**1a:** Content/ Pedagogy**1b:**Knowledge of Sts | **2b:**Culture for Learning**3a:**Communi-cating **3b:** Questioning/Discussion **3c:** Engaging Sts in Learning | **Closure** (summing up; including sts in closure; questions; sts reflecting on learning; more than “administrative closure”): 1) TTW hit the music wand to the desk to call the students to the rug. 2) TTW ask students to share their results when called upon, recording results on a large chart. 3) TTW ask, “What relationships did you notice between the coins? How many of one does it take to make another? 4) Sts will share their observations while TTW record their answers on a smaller chart. 5) TTW ask sts to hand bring their papers to the teacher’s desk and hand collect coin bags from any not returned earlier. 6) Sts will return to desks to pick up pencil box and flex journal. 7) TTW call 1 table at a time to line up for flex.**Modifications**:Money charts will be available to those who need help remembering values.Money mats will be available for a more concrete method to add to $1 for those who desire it. |
| **1d:** Resources**1b:**Knowledge of Sts | **2c:**Classroom Procedures**3c:**Engaging Sts in Learning | **Resources :** Teacher materials: large chart, small chart, money mats in folders, real coins, paper bags per pair, markers, money charts, manila paper for each studentStudent materials: pencil (will be given money mats, manila paper, paper bags, real coins) |