Title: Math-Money Concepts

Subject Matter Emphasis and Level: Learning Money Concepts for Elementary Special Education Students (Severely Disabled)

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Brief Description of the Lesson/Unit:

The objective of this lesson is for severely cognitively disabled students to identify and know the value of a penny, nickel, dime, and quarter, and dollar.

SD Content Standards:

General Education Standard
2.M.1.3. Determine the value of a collection of like and unlike coins with a value up to $1.00.

Extended Standard
2.E.M.1.3 Recognize the coin and value of a penny, nickel, dime, quarter, and dollar.

Stage 1 Identify Desired Results

1. What enduring understandings are desired?

Elementary special education students with severe cognitive disabilities will be able to identify and understand the value of a penny, nickel, dime, and quarter, and dollar.
2. What essential questions will guide this unit and focus teaching/learning?

Why is it important to know the value of money?
Why is it important to be able to recognize a penny, nickel, dime, quarter, and dollar?
How do you tell the difference between coins?

3. What key knowledge and skills will students acquire as a result of this unit?

- Students will be able to identify the coin and value of a penny, nickel, dime, quarter, and dollar.
- Students will be able to arrange coins in order of greatest to smallest.
- Students will make 2 combinations of coins to make .25 or .10.
- Students will match coins to pictures on flash cards and write down its value.
- When given three items labeled with money value (items valued at one cent, five cents, and ten cents), students will be able to demonstrate which coin will purchase the each item.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

- Students may not know how to identify, sort, or understand the value of money.
- Students may have weaknesses in comprehension.
- Students may have difficulty staying on task for short periods of time.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

- Oral quiz
- worksheets
- Students will be assessed while playing BINGO

Other Evidence:

**Quizzes, Tests, Prompts, Work Samples (summarized):**

- Rubric system
Unprompted Evidence: (observations, dialogues, etc.)

Observations, dialogue, assisting student with the task, extra practice if needed, random questioning

Student Self-Assessment

• completion of performance task rubric

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

• Students will match coins to pictures on flash cards.
• Students will work with a teacher, para, or peer tutor with a coin tray, and state the name of each coin shown.
• Students will arrange coins in order of greatest to smallest.
• Students will play BINGO with a teacher, para, or peer tutor.
• Students will use 2 combinations of coins to make $.10. and $.25

Materials & Resources (technology & print):

• Yahooligans money games
• Coins (penny, nickel, dime, quarter) and dollar bill
• Worksheets
• Flash cards
• BINGO money game
• South Dakota Extended Content Standards
Management:

- Centers
- Music
- Highlighters
- Pep Talks
- Teacher assistance
- Task cards
- Self-talk (pep talk)

Support Services and Special Teacher Notes:

This lesson will be beneficial for special needs students who are looking towards a future of independent living. It is hands-on learning with experiences to assist in the transfer of knowledge from school to home.

Extensions and Adaptation:

- Pre-teach vocabulary words – penny, nickel, dime, quarter
- Color code coins - Ex: Use a highlighter to highlight coins
- Use a focus frame
- Visual aides
- Students will be able to purchase an item under $1.00 from a vending machine.
- Pair up other students to work with students in the special education classroom

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

- Create learning centers where students work at their own pace.
- Assessments will vary depending on severity of disabilities
- Play soft music to create a comfortable environment.

Differentiated Content:

- Struggling students may work in pairs (peer buddy system).
- Use picture cards to explain steps or directions.
- Decrease or increase number of activities depending on students’ attention spans.

Differentiated Product:

- Tired Assignments