Title: Making Money Make Sense

Subject Matter Emphasis and Level: Math First Grade

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Brief Description of the Lesson/Unit:

Students will be able to name the penny, nickel, and dime. They will use their knowledge of counting by 1’s, 5’s and ten’s.

SD Content Standards:

M.1.3 Students are able to identify pennies, nickels, and dimes using money models.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   Students will be able to identify and understand the value of money with special focus on the penny, nickel and dime.

2. What essential questions will guide this unit and focus teaching/learning?
Why is money important in our daily lives? Why is it important to know value of money? What are the differences in the 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 its value (penny, nickel, dime). Students will be able to demonstrate which coin would buy different items.

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 why money is an important tool everyone uses throughout their lives.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   Students will match coins to value and successfully play Money Bingo. Students will also show the correct coin when asked which coin equals that amount of money.

   Other Evidence:
   
   Quizzes, Tests, Prompts, Work Samples (summarized):

   Students will successfully complete a worksheet with 7 out of 10 answers correct.

   Unprompted Evidence: (observations, dialogues, etc.)
Teacher will make observations through the partner work and the Money Bingo game.

*Student Self-Assessment*

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**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:**

   The major learning activities for this lesson will be:
   - Match coins to value amount
   - Play what could you buy game
   - Money Bingo
   - Show and Tell (Teacher will ask students to show certain coins)

   **Materials & Resources (technology & print):**

   - Coins (penny, nickels, and dimes)
   - Money Bingo
   - Worksheets

   **Management:**

   Most of this lesson will be whole group instruction with some partner work.
**Support Services and Special Teacher Notes:**

The title teacher will be given by lesson plans so she may address the same lessons; reinforcing this skill to those students that have qualified based on their math needs.

**Extensions and Adaptation:**

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

**Differentiated Process:**

After whole group instruction and based on observations and worksheets; the students will be broken into needs based groups for follow-up instruction through the use of learning centers. Each center will be different and children will go to the appropriate center based on what I believe them to need for them to meet the standard.

**Differentiated Content:**

Struggling students will use only coins that all have the same value. Other students will have an assortment of the three coins to indentify.
Differentiated Product:

Students will each be able to explain to their math partner the coin’s name and it’s value. Some students may be able to name some things they could buy with their coin.