Title: Counting Money

Subject Matter Emphasis and Level: 2nd Grade Math

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Brief Description of the Lesson/Unit:

This lesson will involve students to work in groups of 3 or 4 students. Each student will be given a bag of coins. The bags should contain 1-$5.00 bill, 5-$1.00 bill, 2 half-dollars, 6 quarters, 10 dimes, 10 nickels, and 10 pennies. Each group will be given a stack of price tags with different amounts written on them. The amounts on the tags should be written both ways, the cent sign and in decimal form using the “$” sign. The stack of tags is placed in the center. One student turns over the top price tag and everyone in the group makes the amount with their coins. The students in the groups take turns, counting their amount and showing the others the different ways to make the same amount.

A. Groups find the student who can make the amount using the fewest amount of coins.
B. Advanced students may be given price tags with amounts up to $5.00.
C. Students in groups may take on roles. One student may be the customer, buys an object and gives the clerk money. The clerks, the other students, count back the change by counting up.
   Students count the amount given back and write the amount using the cent sign and in decimal form using the “$” sign.
D. Groups find the student that can give back the change using the fewest coins.
SD Content Standards:
2.M.1.3. ~ Determine the value of a collection of like and unlike coins with a value up to $1.00.
2.M.1.4. ~ Represent and write the value of money using the “¢” sign and in decimal form using the “$” sign.

Unpacked Standards:
2.M.1.3. – I can add groups of coins and tell their value up to $1.00.
2.M.1.4. – I can show the value of money using the cent sign.
2.M.1.4. – I can show the value of money in decimal form using the “$” sign.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The value of a collection of coins.
   The fewest amount of coins used to make a given amount.
   Counting back change.
   Writing amounts using the cent sign and in decimal form using the dollar sign.

2. What essential questions will guide this unit and focus teaching/learning?

   How will help knowing names and values of coins help you to count a collection of like and unlike coins?
   How to write money using the cent sign and using the decimal form with the “$” sign.

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

   Students will determine the value of a collection of coins.
   Students will read and write the value of coins with the cent sign and in decimal form using the dollar sign.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
Prior Knowledge - Students will come with the knowledge of the names and values of each of the coins.

Misconceptions – Students might have difficulty switch counting the coins. For example: 1 quarter and 1 dime, counting 25 and switching to 10s by saying 35.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:
- Daily Work
- Hands on work counting money from the bags.
- Writing the value of money with the cent sign and in decimal form using the dollar sign.

Other Evidence:
Quizzes, Tests, Prompts, Work Samples (summarized):
- Test, observation, worksheet, CCC computer lab, group work, center work

Unprompted Evidence: (observations, dialogues, etc.)
- Student to student dialogue
- Student to teacher dialogue
- Teacher observations

Student Self-Assessment
- Students are able to count a collection of coins to match a price tag.
- Students are able to write the value of a collection of coins.
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:
- Hands on manipulative
- Activity sheet
- Counting a collection of coins
- Counting up to find change
- Writing the amounts of the coins

Materials & Resources (technology & print):
- Bags with play money.
- Price tags with money amounts written on them
- Activity sheets
- Paper to write money amounts

Management:
- Materials readily available
- Group work guidelines and expectations

Support Services and Special Teacher Notes:
- Parents or para-educator if needed

Extensions and Adaptation:
- Struggling students may need practice counting by 5, 10, and 25.
- Advanced students may count a collection of coins up to $5.
- Advanced students may count up to give back change.
- Advanced students may find amounts using the fewest number of coins for a given amount.
Stage 4: Plan Differentiation

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

**Differentiated Process:**
The students are using money and paper to utilize the visual, kinesthetic, logical mathematics, and verbal learning styles. The students are using verbal and interpersonal learning styles while working with partners.

**Differentiated Content:**
Students who struggle with counting a collection of coins may practice counting groups of like coins.
Students are counting a collection of coins up to $1.
Advanced students may count a collection of coins up to $5.
Advanced students may make amounts using the fewest amounts of coins.
Advanced students may count back change by counting up.

**Differentiated Product:**
Counting coins for the price tags.
Independent activity sheets.