Title: Working with Coins

Subject Matter Emphasis and Level: Math (grade 2)

Author: Joleen Mueller

School District: Mt. Vernon

Email: Joleen.Mueller@k12.sd.us

Brief Description of the Lesson/Unit:
This lesson was designed to work on counting various coins up to $1.00.

SD Content Standards:
Indicator 1: Apply measurement concepts in practical applications.

2.M.1.3. Students are able to determine the value of a collection of like and unlike coins with a value up to $1.00.

2.M.1.4. Students are able to represent and write the value of money using the “¢” sign and in decimal form using the “$” sign.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The students will:
   - understand the difference between half dollars, quarters, dimes, nickels, and pennies.
   - be able to count coins up to $1.00.
   - understand the importance of counting the larger value coins first.

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

   What coin(s) could you add to make (a certain amount)?
   How do you know you are right?

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

   Students will understand the different coins and the amounts they represent and be able to count those coins.

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

   Students have a hard time recognizing the silver coins and many believe that since the nickel is larger it has a bigger value than the dime.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   I will be with each group throughout their activity. Also, students will be asked to count a varied amount of coins for me by themselves for a couple of weeks to prove mastery.

   Other Evidence:
   *Quizzes, Tests, Prompts, Work Samples (summarized):*
The students will be asked to count various amounts of coins on a leveled test that I will give at the end of our money unit. I have coin stamps which will allow me to make up different tests with the same material covered.

*Unprompted Evidence: (observations, dialogues, etc.)*

I will observe the students as I walk around the room and assist with those who are in need of some extra help and guidance.

*Student Self-Assessment*

Students will have an answer key to their envelopes only after they have counted all the coins in each envelope for their group.

**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 be introduced to the coins first in an earlier lesson. They will have more than one opportunity to show me they can count their coins throughout the course of our money unit.

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

   - 12 enveloped labeled or identified in a non-ranking way such as colors or stamp designs
   - Plastic coins
   - Record sheet or card for each student (to keep track of their mastery)
   - Coin stamps (optional)

   **Extensions and Adaptation:**

   You can adapt this lesson for any grade level. In the higher grades, you can have index cards in the envelopes with a story problem about giving change back. The students would have to figure out how much change the person would receive.
Stage 4: Plan Differentiation

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

   Differentiated Process:

   Teacher preparation: Prepare 3 sets of envelopes for 3 levels of difficulty with four envelopes per level.
   - Level 1 envelopes will have pennies and one other coin with sums up to 20 cents.
   - Level 2 envelopes will have nickels, dimes, and pennies with sums up to 50 cents.
   - Level 3 envelopes will have half dollars, quarters, dimes, nickels, and pennies with sums to $1.00.

   Prepare response cards or papers which are big enough to allow drawing, tracing, or stamping each coin and writing the sum.
   Answer cards can be provided for self or partner checking. Answer cards should show coins with highest value drawn first, then the other coins in decreasing value.

   Explanation of Activity:
   1. Arrange coins on response paper from highest to lowest value.
   2. Trace/draw the coins in value order.
   3. Write the value on each coin.
   4. Count the value and write it to the right of the row of coins.
   5. Ask your partner to listen to you read the sentence and check your work.

   Differentiated Content:

   The 3 different levels of envelopes allow for each student to begin learning where they are and to one to more challenging activities.