**Title:** Counting Money

**Subject Matter Emphasis and Level:** 2nd Grade Math

**Author:** Deb Ryks

**School District:** Ethan 17# 1

**Email:** deb.ryks@k12.sd.us

**Brief Description of the Lesson/Unit:**

Type a brief description/summary of the Lesson/Unit here.

This lesson will involve students to work in groups of 3 or 4 students. Each student will be given a container of pennies and dimes. Each group will be given a stack of price tags with different amounts written on them. The amounts on the tags should be written with the cent sign and the decimal form using the “$” sign. The stack of tags is placed in the center of 4 students. One student turns over the top price tag and everyone in the group makes the amount with their coins. The student in the groups takes turns, counting their amount and showing the others the different ways to make the same amount with their coins.

**SD Content Standards:**

Type a brief explanation of the South Dakota Content Standards being addressed by this lesson/unit.

2.M.1.3 Determine the value of a collection of like and unlike coins with a value up to $1.00.
2.M.1.4. Represent and write the value of money using the cent sign and in decimal form using the “$” 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 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; be able to classify coins and recognize the penny and dime.
   Misconception: The size of the coin may lead them to believe that the penny has more value than the dime. May have difficulty switching counting the coins.

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**

   Daily work
Board work
Money Bingo
Counting out money from their containers

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

Tests, Daily Meeting Board (I tell them an amount and the leader places the money on the board and rest of the children record on their meeting master). Computer games, Worksheets, and group 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:**

Writing the amounts of the coins.
Counting a collection of coins
Activity sheet
Hands on manipulative

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

Film containers with real money in them.
Price tags with money amounts written on them
Activity sheets
Paper to write money amounts

**Management:**

Materials ready
Group work guidelines and expectations

**Support Services and Special Teacher Notes:**

Parents, older students, if available

**Extensions and Adaptation:**

Struggling students may need more practice counting by 1’s or 10’s
Advanced students may count a collection of coins up to $2.
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 real money to utilize the visual, kinesthetic, and verbal learning styles. The students will use verbal and interpersonal learning styles while working with partners.

**Differentiated Content:**

Students who struggle with counting a collection of coins may practice counting just pennies or just dimes til they feel confident.
Students are counting a collection of coins up to $1.
Advanced students may count a collection of coins up to $5.

**Differentiated Product:**

Counting coins for the price tags.
Independent activity sheets.
Playing store.
Money Bingo