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| **Lesson Content** |
| **What Standards (national or state) relate to this lesson?**(You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | MAFS.1.MD.2.aIdentify and combine values of money in cents up to one dollar working with a single unit of currency.1. Identify the value of coins (pennies, nickels, dimes, quarters).
2. Compute the value of combinations of coins (pennies and/or dimes).
3. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies *or* ten dimes *or* four quarters in one dollar.) (Students are not expected to understand the decimal notation for combinations of dollars and cents.)
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| **Essential Understanding**(What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?)  | Students will develop an understanding of identifying coins and their value. What do coins look like? What is the value of each coin?  |
| **Objectives- What are you teaching?**(Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)." Note: Degree of mastery does **not** need to be a percentage.) | Given pennies, nickels, dimes, and quarters students will be able to identify their characteristics/traits and their value.  |
| **Rationale**Address the following questions:* Why are you teaching this objective?
* Where does this lesson fit within a larger plan?
* Why are you teaching it this way?
* Why is it important for students to learn this concept?
 | I am teaching this objective so that students are able to establish an understanding of coins and their value. This lesson fits into the larger plan because the students will need this background knowledge to understand every lesson taught in the future that relates to money. I am teaching it in this manner so that students are able to discovery coins in an educational setting. Through allowing them to explore the characteristics/traits of the coins, they are able to connect to other background schema that will allow them to further understand the content. I am also requiring the students to complete a coin sorting activity that allows them to rediscover the coins on an individual level. This also provides them the opportunity to concrete their understanding of the value of each coin. This concept is important for students to learn because currency is a large part of everyday life, and having an understanding of it is an important skill to have.  |
| **Evaluation Plan- How will you know students have mastered your objectives?**Address the following: * What formative evidence will you use to document student learning during this lesson?
* What summative evidence will you collect, either during this lesson or in upcoming lessons?
 | Formative: I will know that the students have mastered the objective through anecdotal notes made while circulating the classroom during individual work. Additionally, the students contributing to filling out the anchor chart will contribute to the formative evidence that exhibits student understanding. The anchor chart will be filled out as a class during the introduction portion of the lesson. Formative evidence of student contribution to the anchor chart will assist in establishing the students’ comprehension of the lesson. Students will be asked about what they may identify while examining each coin. Since there are four coins (penny, nickel, dime, and quarter) and various characteristics, every student will have the opportunity to contribute to the anchor chart. They will also have the opportunity to write their personal answers in order to accommodate students that may not be able to contribute to class discussion. Summative: The summative evidence within this lesson will be their ability to complete the individual work. Additionally, once the unit is completed, there will be a multiple-choice end of unit text that assesses their comprehension of coins (and various other things learned throughout the unit). The text will consist of ten multiple-choice questions that require the students to exhibit their comprehension of the coins; the value of coins, computation of the value of coins, and how coins relate to each other. The end of unit text will consist of the concepts mentioned above, however, this lesson only examines the characteristics and value of coins. |
| **What Content Knowledge is necessary for a teacher to teach this material?** | The teacher must have an understanding of characteristics of each coin and their value.  |
| **What background knowledge is necessary for a student to successfully meet these objectives?** * How will you ensure students’ have this previous knowledge?
* Who are your learners?
* What do you know about them?
* What do you know about their readiness for this content?
 | Students must have a general idea of what coins are and what they are used for. I will ensure that the students have this knowledge by providing them with an example (or allowing their peers to provide examples) so that they are able to make the connection. The learners are first grade students who have experience with either receiving something that was bought with money/coins or buying something with money/coins. Through prior experiences/conversations with the students, I know that they have all been in contact with money (tooth fairy, lunch money, allowance, chores, etc.). I know that the students are all excited to learn new concepts and look forward to school (as reported by a majority of the students). I know that they are ready for this content because they have already have experience with numbers, counting, addition, etc. and are ready to make the next step in applying their number sense in the monetary value of coins.  |
| **What misconceptions might students have about this content?** | Students may have the misconception that since the coin is larger, it is worth more (which is not true, for example, the dime is smaller but worth more than the nickel. The students may also have the misconception that all coins are worth the same amount due to their inexperience with the currency.  |
| **Lesson Implementation**  |
| **Teaching Methods**(What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner word, etc.) | The teaching method of explicit cues is utilized throughout various portions of the lesson. The explicit cues include an anchor chart and graphic organizer that provides students the opportunity to visualize the information being taught. The lesson starts as a whole group instruction, and transforms into an individualized assignment, this teaching method of guided release is affective for the lesson because it provides students with the support necessary to start learning about the topic. Throughout the beginning, discovery portion of the lesson, students are asked to turn and talk or collaborate with their peers (partner work) so that they are all provided the opportunity to contribute to discussion. The teaching method of discussion/collaboration with peers allows the students to verbalize their perspective and hear the perspective if their peers. The coin sorting activity also provides students the opportunity to physically feel and closely examine the coins. The teaching method of discovery is excellent for tactile students, and provides the students the opportunity to further examine the coin.  |
| **Step-by-Step Plan**(What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)Where applicable, be sure to address the following:* What Higher Order Thinking (H.O.T.) questions will you ask?
* How will materials be distributed?
* Who will work together in groups and how will you determine the grouping?
* How will students transition between activities?
* What will you as the teacher do?
* What will the students do?
* What student data will be collected during each phase?
* What are other adults in the room doing? How are they supporting students’ learning?
* What model of co-teaching are you using?
 | Time (in minutes)Five Five Ten to fifteenTen Two  | Who is responsible (Teacher or Students)?Teacher Students Teacher and students StudentsTeacher  | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).* Introduce:
* I was cleaning my room last night and I found these. What are these?
* Hold up/put under Elmo one of each coin (penny, nickel, dime, quarter)
* Who has seen these before? Thumbs up if you have, thumbs down if you have not.
* What are they called? (Students may answer: coins, money, circles)
* Turn and talk with your shoulder partner: what do we use these for?
* Have two/three students share (possible answers: buy toys/candy, put in the machine, throw in the fountain, etc.).
* Create an anchor chart:
* Divide the paper into four sections (one section for each coin), write the name of the coin in each section.
* For each coin (penny, nickel, dime, quarter), ask students to identify characteristics or traits of each coin. Tell the students that a penny is worth one cent (write on anchor chart), a nickel is work five cents (write on anchor chart), a dime is worth ten cents (write on anchor chart), and a quarter is worth twenty-five cents (write on anchor chart).
* Individual activity:
* Pass out graphic organizer that shows the coins and their values, review for one minute, then put away for future use.
* Pass out the coin sorting worksheet
* Give each student a handful of coins (at least one of each coin). These coins are manipulatives that the students may utilize. Ask the students to match the coins to its place on in the correct column.
* Allow the students five minutes to examine and sort their coins.
* Once finished,
* Explain to the students that we are going to continue learning about coins throughout this unit.
* Please put your coins in the middle of your desk, table captains will bring them to the front and put them away.
* We need to transition to (whichever subject or activity is next), I will know that you are ready when you are sitting quietly with your hands on your head.
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| **What will you do if…** | **…a student struggles with the content?**If a student struggles with the content, they will be provided with the graphic organizer the includes the images of the coins (provided below) and be allowed to use it during the individual activity. Additionally, they will be pulled into a small group to complete the individual activity.  |
| **What will you do if…** | **…a student masters the content quickly?**If the student masters the content quickly, as an enrichment activity they will be given more coins that they will be required to organize. Their graphic organizer will be taken away and swapped out for one that is blank (provided below).  |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**This lesson connects to the interests of my students because they are all interested in acquiring and spending money (specifically on snacks, candy, and/or toys). At the beginning of the school year, an interest survey was sent home for parents and students to fill out together. This tool is utilized while connecting the interests of the students to the lesson. |
| **If applicable, how does this lesson connect to/reflect the local community?**This lesson reflects to the local community because currency is a crucial component to the logistics of the community. Students are establishing their concrete understanding of currency. This will allow them to better understand the value of items throughout the community in stores.  |
| **How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)?**In order to enrich students that need an additional challenge, they will be provided with an enrichment activity. Through this activity they will be provided with a blank graphic organizer (provide below) that they will be responsible with labeling according to each coin.  |
| **How will you differentiate instruction for students who need additional language support?**In order to differentiate instruction for students that need additional language support, they will be provided with the graphic organizer prior to starting the activity so that they are able to visualize the information being discussed.  |
| **Accommodations (If needed)**(What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.) | A: Has a muscular problem that causes him to fall over easily if pushed or bumped into. In order to accommodate his needs, he will remain in his seat J: Hearing impairment. Will use an RFM, and an interpreter is available to sign him the lesson. Additionally, he is seated close to the front of the room so that he is able to see the visual representations provided adequately.  |
| **Materials**(What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!) | Coin manipulatives Anchor Chart paper Graphic organizer – Title: “Money: Coins” (original, differentiated for students that need additional support, and differentiated for students that need enrichment) Retrieved from: <https://772eb43a153afd981c51-d5bc43abee0d4dd85806078334a4dc77.ssl.cf1.rackcdn.com/554952-LJS7Z572C4B62HNF-Slide2.JPG> & modified Coin sorting worksheet – Title: “Coin Sorting” (retrieved from: <http://www.cpalms.org/Uploads/resources/72902/1/5/docs/Coin%20Sorting%20Mat%201.pdf> ) |





