

Manchester College
Education Department
Chase Estepp

Lesson: ___ **Count Collections** _____

Length: ___ **45 Minutes** _____

Age or Grade Level Intended: ___ **1st Grade** _____

Academic Standard(s):

Math 1.5.7 Identify and give the values of pennies, nickels, and dimes.

Performance Objective: The student will complete the worksheet about counting collections with 90% correct.

Assessment: Check the student's worksheets after they have finished both sides and make sure they have them correct.

Advanced Preparation by Teacher:

- Print off the worksheet
- Run the over head of the worksheets for practice during instruction
- Pass out the coin manipulatives for the students to use

Introduction/Motivation: Now yesterday we worked on counting groups of coins but there were only two coins in the problems. Well today when we are going through the problems, there may be all three coins so we have to make sure we are cautious when counting the coins.

Step-by-Step:

1.) First we are going to practice with finding the value of a couple problems and then we will work with the new lesson. We have been working with pennies, nickels, and dimes and we know that all we have to do is count by five and ten like we do in the morning meeting.

- 2.) When we are working through a problem that has multiple coins, always put the highest one on the left. Ex. Dimes then nickels and then pennies. How much is a dime worth? Nickel? And a penny?
- 3.) We also need to make sure that we arrange all coins by their value, that way we don't miscount our collections. Always make sure that you put all of the coins together in a group of same value. Also don't confuse nickels with dimes, carefully count.
- 4.) We also know that when we have a set of coins that are not all the same we draw a line after the coins that are the same when we come to a new coin. That way we don't get confused and keep counting by fives instead of moving to ones.
- 5.) Ask the students to get out the money manipulatives and then tell them that we are going to buy a basketball that is worth 48 cents, and you want them to show you how to make 48 cents but they can't use all pennies.
- 6.) Ask any students if they came up with a different way than that student did, if so ask them to share with the class. Offer for other students to share and then move onto the next item.
- 7.) Then ask the students to show you how to make 37 cents for a volleyball, and 52 cents for a wii game.
- 8.) Pass out the worksheet to the students and as a whole class go over the front side of the worksheet.
- 9.) After everyone has completed the front side, tell them to turn it over and do the Practice and Problem Solving side of the sheet.
- 10.) Once each student is done with their worksheet, go around and check them and then have them put them in their mailboxes.

Closure: Good job today of making sure to concentrate while counting the coins. Always make sure to draw the line after the one set of coins to make sure we stop counting by that number and switch to the coin. Tomorrow we will be working with problem solving ways to use coins in different ways to come up with the same amount of money.

Adaptations/Enrichments: Challenge the student to find a way to come up with the amount given on a note card with the least amount of coins. Give points to the students who are able to show the amount using the fewest coins.