

Number Sense:

Money Unit
\$

First Grade

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Lesson 1: Introduction to Coins (pennies, nickels, dimes)

Materials:

- The Coin Counting Book by Roxanne Williams
- A penny, nickel, and dime
- Paper bag with 10 pennies in it for each pair of students

Objectives:

- Students will be able to identify and recognize all of the characteristics of a penny.
- Students will know that there are pennies, nickels, and dimes.

Activity:

1. Begin by showing the book, The Coin Counting Book by Roxanne Williams.
2. Discuss what they think the book will be about.
3. Read the story.
4. Ask the students about what was read, and questions about the different coins in the story.
5. Focus on the penny...show the class an actual penny and pass it around to each student.
6. Make a list of all of the attributes of a penny.
7. Show the class a poster of a penny and leave it hanging in the classroom.
8. Talk about how much the penny is worth.
9. Have the students work with their partner and a brown paper bag with pennies in it.
10. Have the students take turns pulling out handfuls of pennies to count with their partner.

Lesson 2: Attributes of a Nickel

Materials:

- Chart paper and a marker
- Nickel poster
- “Adding Nickels” worksheet
- baggies with 10 nickels in it for each student
- brown paper bag with 10 nickels for each pair

Objectives:

- Students will be able to identify the attributes of a nickel
- Students will know the value of a nickel
- Students will be able to count different sets of nickels.
- Students will be able to add combinations of nickels.

Activity:

1. Introduce the nickel and pass it around the class.
2. Use the chart paper to make a class created list of all of the attributes of a nickel.
3. Have the students work with their partner and do the brown paper bag activity. Students will pull out sets of nickels and work with their partner to count the sets of nickels.
4. Students will independently complete the “Adding Nickels” worksheet.
5. When they finish, they can play the nickel combination game. They can use 1 or 2 nickels at a time. The first person to make it to 60 wins.

Lesson 3: Attributes of a Dime

Materials:

- Dime poster
- Chart paper
- Marker
- Baggies of 10 dimes
- Brown paper bags of 10 dimes
- “Adding Dimes” worksheet

Objectives:

- Students will be able to identify a dime and its attributes.
- Students will know the value of a dime.
- Students will be able to count sets of dimes.
- Students will be able to add combinations of dimes.

Activity:

1. Introduce the dime and pass it around the class.
2. Discuss and identify the attributes of a dime.
3. Create a class list of all of the attributes.
4. Have students work with their partners, they will take turns pulling sets of dimes out of the bag and counting the sets with their partner.
5. Have students independently work on the “Adding Dimes” worksheet.
6. Finish by playing the game of 100. Students will be able to use 1 or 2 dimes and adding the combinations to get to 100. The first student to say 100 is the winner.
7. Penny and nickel workbook packet.

Lesson 4: Introduction to counting combinations of coins (pennies and nickels)

Materials:

- Workmat
- Baggies with 9 nickels and 10 pennies
- Counting combinations game
- dice

Objectives:

- Students will be able to count combinations of nickels and dimes.
- Students will be able to add pennies and nickels together.

Activity:

1. Start by asking what the value of a penny is and what the value of a nickel is.
2. Discuss how and why you can count them together.
3. Give the students time to explore with their baggies of coins with nickels and pennies.
4. Demonstrate with a volunteer counting the coins starting with pennies first and then adding in the nickels. Then count with them again counting the nickels first and then the pennies. Give the students time to decide which was easier and faster.
5. Have the students take out 1 nickel and 3 pennies. Have them practice as a class counting the set of coins. Do this as a class several times for practice.
6. Have the students continue this activity with their partner by pulling out handfuls of coins and counting them.
7. Have a pair come to the front and demonstrate counting a set of coins. Do this with 1 or 2 more pairs.
8. Introduce the counting combinations game. Give the students a game board and have them flip a coin to see who will go first. The first person will roll the dice and go that many spaces. The space will have a set of nickels and pennies, the student must count the set correctly in order to stay on the space. Then the partner will take their turn. The winner will be the first person to the end.

Lesson 5: Combinations of Coins (nickels and dimes) and (pennies, and dimes)

Materials:

- 10 pennies, 10 nickels, and 10 dimes in a bag for each pair
- coin recording sheet
- chart paper
- marker
- Coin cards A and B sheets
- Amount Cards A and B sheets

Objectives;

- Students will be able to solve logic problems with clues about sets of coins
- Students will be able to identify values of sets of coins with pennies, nickels, and dimes

Activity:

1. Begin by telling a story; Rochelle was cleaning her room and found 2 nickels and 2 dimes under her bed. How much money did she find?
2. Allow the students time to explore with their coins and try to find the amount with their partner. Ask a volunteer to give the answer and count the coins as a class. Once they find a value for the set of coins, ask them if the amount is odd or even.
3. Continue to tell 1 or 2 more stories and have the students solve the stories.
4. Talk about which coins you should start counting to begin with. Should I start with dimes, pennies, or nickels?
5. Discuss why you should always start with the larger coins.
6. Have the students use their sets of matching cards. They need to count up the value of the coin cards and match it to the number amount on the amount cards. Once they find the amount and match it to the amount card, they need to decide whether the amount is odd or even.
7. Allow the students 15 minutes to play the game with their partner.
8. End the lesson by telling some more stories and allow the students to solve each story using their coins. This allows for more practice counting various sets of coins.

Extension:

Each morning have the students try to come up with different ways of making the date using pennies, nickels, and dimes. Example: today is June 21, 2005. How can they make \$.21 out of pennies, nickels, and dimes? One way would be 2 dimes and 1 penny. Ask them if there is more than one way and what is it?

Lesson 6: Counting combinations of Pennies, nickels, and dimes

Materials:

- 26 Letters and 99 Cents by Tana Hoban
- Matching game cards
- Brown paper bags with 10 dimes, 5 nickels, and 10 pennies for each pair
- “Ten Little Pennies” song

Objectives:

- Students will be able to add sets of pennies, nickels and dimes.
- Students will be able to count sets of coins.
- Students will be able to identify if a set of coins is odd or even.

Activity:

1. Start the class by reading the book 26 Letters and 99 Cents by Tana Hoban.
2. Have a class discussion about the way she counted sets of coins in her story.
3. Have the class practice counting three different sets of coins that the teacher determines.
4. Have the students work with their partners and the brown paper bag with coins in it. One person pulls out a handful of coins and the partners work together to count the sets of coins. Then they will determine if the value is odd or even.
5. Introduce the song: “Ten Little Pennies” song and practice singing it as a class.
6. Have the students work with their partners again and play the matching game from the previous day. This time the students' cards will have sets of coins with pennies, nickels, and dimes. Once again, the students will have to identify if the set of coins is odd or even.

Lesson 7: Where do you use money? And what is money?

Materials:

- Chart paper
- Marker
- \$ Bill and real world coins
- Venn Diagram transparency
- The Money Book by Jennifer Osborne

Objectives:

- Students will recognize that money is used in everyday life.
- Students will be able to identify numerous places where money is used.

Activity:

1. Start the lesson by making a web with ideas from the students as to where they have used money.
2. Continue and make a web of all the different kinds of money.
3. Talk about the differences between dollar bills and coins.
4. Read the story The Money Book by Jennifer Osborne.
5. Discuss the story and where they used money in the story.
6. Ask questions that tie the chart to the story.

Lesson 8: Informal Assessment and Class Store

Materials:

- Tootsie rolls, Reese's, Suckers, Gum
- Price tags
- Pennies, nickels, and dimes
- The Money Book by Jennifer Osborne
- Money Packet

Objectives:

- Students will be able to use the amount of money they have to purchase items from the class store.
- Students will be able to make the correct change to purchase items from the class store.
- Students will be able to determine if the price of an item is odd or even.
- Students will be able to count sets of money.
- Students will be able to add their sets of coins.

Activity:

1. Start the lesson by talking more about the book from lesson 8 as an introduction.
2. Explain to the students that today we are going to have a class store. They will each receive a random amount of money and they need to know if they have enough money to buy what they want at the class store.
3. Introduce the store to the class and demonstrate what will happen when they come to the store with a student.
4. Have a student come up with their money and choose something from the store to purchase. Example: The student wants to buy gum for \$.23. Ask the student if they have enough money. If they do, have them count out the money to you. Ask the student if there are any other combinations of coins they could have used to make \$.23. Ask the student if \$.23 is an odd or even amount of money.
5. Call individual students to the store. Have the other students work on the money packet with their partners.

Informal Assessment:

If a student was able to successfully buy an item from the store you know that they understand counting coins. If they were able to identify if the amount was odd or even, you know that they understand odd and even amounts. If you noticed that a student was struggling with any area, you knew that you could work on that area with the child. Use this informal assessment to determine if you need to re-cover any area(s) of the unit.

Lesson 9: Computer Lab

Activities for the computer lab:

1. www.edu4kids.com/money/
2. www.funbrain.com “change maker activity”
3. www.primarygames.com/math.htm “even and odd game”
4. www.schools.katyisd.org/groups/pathways/instr_Ctr/linkslessons/elem/1st/ma/1st_MA.htm
“break the bank”
5. Allow the students to explore with all of the activities and games from the above links.