

Lesson Topic: Using Coins to Buy Things

CCSS: Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately.

Learning Objectives:

- Students will be able to count by 5s, 10s, and 25s
- Students will be able to use dollar and cent notations
- Students will be able to calculate coin combinations
- Students will be able to exchange coins and dollar bills

Rationale:

- This lesson will build on prior knowledge from the lesson on the previous day. Students can practice counting up but are challenged by counting up by larger numbers such as 25. This lesson will give students another chance to work with money and practice giving change and exchanging money. This will build knowledge of students of the value of money and what it can equal (example is that one dime is worth ten, so it can be exchanged for two nickels that are worth five cents each).

Materials:

- Math journal
- Coin stamps
- Nickels, pennies, dimes and dollar bills
- Dice

Procedures:	Support for focus students:
<p>LAUNCH: I will explain to students that we just learned about place value and this will help us understand the value of the coins better. I will then start into my lesson by introducing we will talk about coin values. I will give students two-dollar bills, four quarters, six dimes, six nickels, and ten pennies. I will let students figure out how to reach four dollars from those coins. After students get a few minutes to work, I will ask students their strategies for figuring out how to get to four dollars. I will explain that we are going to be working with money and we</p>	<p>I will walk around and provide individual support as needed.</p>

<p>are going to adding up coins. I will remind students that adding coins is very similar to addition of normal numbers.</p>	
<p><b>EXPLORE:</b> I will put a nickel, dime, quarter and dollar on the ELMO. I will ask students if they know how much each one is worth. We will review the value of each coin. I will then ask questions such as, “how many pennies would you trade for a nickel?”. I will then have students turn to page 58 in their math journals, which pictures a fruit stand. Students will then proceed to find coin combinations that they can buy the different fruits with. We will share results and different coin combinations as a whole group after students have had time to work. I will then introduce the game “customer and clerk” where students will purchase from the cashier in exact change. The customer hands the money and the clerk has to check to make sure it is the exact amount. They are to record four of these transactions on a piece of scrap paper, which I will collect.</p>	<p>I will be walking around and observing students and who needs further instruction. If there are a group of students that are confused, I will pull them aside for a small group instruction session.</p>
<p><b>SUMMARIZE:</b> I will then introduce the game “customer and clerk” where students will purchase from the cashier in exact change. The customer hands the money and the clerk has to check to make sure it is the exact amount. They are to record four of these transactions on a piece of scrap paper, which I will collect.</p>	<p>I will write on the board the value of each coin so students can reference for making their correct coin combinations.</p>
<p><b>FORMATIVE ASSESSMENT:</b> I will collect students written coin combinations from their cashier and clerk interactions. I will also have an exit card asking students to give me a correct combination.</p>	