

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Mathematics

Date: March 9, 2009

SOL(s): K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Objective(s): After investigating a penny and a nickel with a magnifying glass, the student will describe the physical features of each coin for a Venn diagram.

Materials Needed: Markers, large white paper with a two-circle Venn diagram, at least ten pennies and ten nickels, ten magnifying glasses, easel, bags with pennies and nickels.

Introduction: (build background, make connections)

Remind students that we have been learning about pennies and nickels during our morning calendar time. Ask if any of the students can say how much a penny is worth; a nickel.

Statement of Objectives:

Tell the students that today we will be examining pennies and nickels closely. We will look at them with magnifying glasses and try to describe how they are alike and how they are different.

Group Size: small-group, closing full-group

Duration: 20 minutes

Input: (Step-by-Step Procedure)

1. Have the students sit at the back table. Before giving out any supplies, introduce the lesson to the students.
2. Introduce the concept of a Venn Diagram to students. Describe that one side will be things that are unique about pennies, one side will be unique about nickels, and the middle will be things which are alike about both.
3. Pass out one penny, nickel, and magnifying glass to each student. Give them a sufficient amount of time to examine the coins on their own, then have the students discuss what they notice with the student sitting next to them.
4. Once students have thought of some ideas, ask them to share their thoughts and list their contributions in the appropriate spot on the Venn diagram.

Questions: Guiding questions will be very important if students have trouble understanding how to see that the coins are alike or different.

1. What do you see that is the same or similar about these coins? What is different?
2. What things do you see on the coins? What words?
3. Is that something that is different or alike?

Practice:

Give each pair of students a bag containing pennies and nickels. One student will pull out a coin from the bag three different times, and the other student will name the coin. Then the students will switch roles and repeat. The students will switch again and try to state the value rather than the name. Repeat as time allows.

Assessment Activity:

Formative Assessment: Make observations of student sharing with partner. Also, students will be assessed on their ability to describe the similarities and differences between coins.

Closure:

As a whole group, bring students together on the carpet and ask them what we have learned about today. Ask them to name ways in which pennies and nickels are alike and ways in which they are different. Make sure to focus questioning on all students, not just those who participate regularly.