

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Mathematics

Date: March 11, 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): The students will be able to accurately sort pennies, nickels, and dimes by visually examining the coins.

Materials Needed: Sorting cash register sheets, 17 bags of pennies, nickels, and dimes, book: Jenny Found a Penny by Trudy Harris, white trays, pencils. Either dry erase board and tape OR document camera.

Group Size: whole-group

Duration: 40 minutes

Introduction: (build background, make connections)

Ask students what they have learned about pennies, nickels, and dimes so far. How are they alike and how are they different.

Statement of Objectives:

Tell students that today we will practice quickly sorting pennies, nickels, and dimes.

Input: (Step-by-Step Procedure, Questions)

1. Have all of the students sit on the floor in front of you for a book. Read Jenny Found a Penny by Trudy Harris. Have the students help you count up how much money is shown on the sides of the pages up through page 11.
2. Put one of the cash register pages on the dry erase board and demonstrate how to sort coins with tape on the backs into the appropriate slots on the register.
3. Ask students to come up to help you demonstrate sorting.
4. Once it appears that most students understand the process, provide each student with a register sheet, white tray, and a bag of coins. Allow students to practice sorting and then have their neighbor check their work.

5. Once sorting is finished, hand out piggy bank sheets and pencils. Ask each child to count how many pennies they have and write it on the sheet. Repeat this for nickels and dimes. They will use this at a later time.

Guided Practice:

Have students move to their seats at the back. Hand out worksheet: Problem Solving Making a Table. For students who finish early, they may color the different coins either brown or grey.

More advanced students can write total amounts for each kind of coin under their coin count. For example, if there are 3 nickels, the student would write 15 cents.

Assessment Activity:

Formative Assessment: Students should be observed for their ability to correctly sort their coins, and then count how many they have of each.

Lesson Summative Assessment: Student responses on Problem Solving worksheet.

Closure:

Ask students to tell you what they did today. Ask them how it helps them to learn about different kinds of money, and ask if they can make any connections to 5-groups.