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Math Standard:

1.MD.5 Identify and tell the value of a dollar bill, quarter, dime, nickel, and penny.

## Day 1:

Mini Lesson: (Whole Group)

-Discuss with students why money is important. Why do we need it for? How do we get it?

Explain that we have different coins that have different values as well as dollar bills. The neat thing about each coin is, each one has a president's face on it and a special place or something special on the back. Write the names of the coins on the board and discuss the value of each.

When we go to the store each item has an amount of what it costs, and with our different dollar bills and coins, we combine them so we have enough to buy the item.

Watch videos: <https://www.youtube.com/watch?v=pnXJGNo08v0>

	With Teacher	By Self	Technology	Assessment
Above	Different sizes of coins	Roll a coin game	ABCya.com learning coins	Color coins sheet- identify most and least coins
Emerging	Different sizes of coins	Roll a coin game	ABCya.com learning coins	Color coins sheet- identify most and least coins
Below	Identifying which coin is which. (Different sizes).	Roll a coin game	ABCya.com learning coins	Color the coins a different color worksheet

### Below:

With teacher-

Discuss that there are 4 different types of coins. Each has a different amount and look different. The size doesn't always mean one is worth more than another. Show images of what each coin looks like. The first is the penny. Have the students talk about what it looks like (size and color). The next coin is a nickel, talk about how this one looks different than the penny. Next, we have a dime, ask students what they notice about this coin. The last is the quarter, does this one look the same as any other coins? Line the coins up in a row beside each other so the students can see what they look like. Give each student a coin at random, and ask them which one they have, is it a penny, nickel, dime, or quarter. They hold up the coin for their fellow group

members to see and say the name. Go around until everyone has shared. Switch up the coins the students have and go through the same process.

Formative Assessment: Use a worksheet with the different coins on it, and have them color each coin a different color.

By Self: Students will play the roll a coin game where they use a dice with all the coins on it and they color the each coin a different color.

Technology:

Watch ABCya.com learning coins video. Click learn when screen pops up. It discusses each coin including amount.

-Focus: learning which coin is which

Emerging:

With Teacher:

First have the students identify which coin is which. Organize the coins into a row from smallest to biggest. Ask what they see when they look at them this way. Next, hold up the coins individually and ask what they notice about each one. Put them back in a row and ask if they think the size has anything to do with how much each one is worth. Introduce which coin has the most value and which has the least.

Formative Assessment: Use a worksheet with the different coins, and have them

By Self: Students will play the roll a coin game where they use a dice with all the coins on it and color each a different color.

Technology:

Watch ABCya.com learning coins video. Click learn when screen pops up. It discusses each coin including amount.

-Focus: Identifying which coin is which and learning which has the least and most value.

Above:

With Teacher:

Students already have knowledge of names of coins and what they look like but are getting a refresher. Have same conversation with these students as emerging students and have them pick out the coin worth the most and the one worth the least.

By Self: Students will play the roll a coin game where they use a dice with all the coins on it and they color each one a different color

Technology: Watch ABCya.com learning coins video. Click learn when page pops up. It discusses each coin, including amount.

-Focus- Learning which coin is which along with the most and least value.

Assessments:

Below:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Identify which coins are which by coloring the:

Pennies: Brown

Nickel: Red

Dime: Blue

Quarter: Gray



Emerging and Above:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Identify which coin is which by coloring the:

Penny: Brown

Nickel: Red

Dime: Blue

Quarter: Gray

Next: Circle the coin worth the most and put an X on the coin worth the least



**Roll A Coin!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Use the dice to roll a coin and color the:

Penny: Brown

Nickel: Blue

Dime: Red

Quarter: Gray





\*The dice for the game, one square will be a white space\*

## Day 2

	With Teacher	By Self	Technology	Assessment
Below	Most and least coin value	Make coin book -Pages are numbered	Identifying coins game	Color coins actual color- identify most and least value
Emerging	Coin amounts in order	Make coin book -Pages numbered	ABCya.com coin sorting game	All coin amounts
Above	Coin amounts in order	Make coin book Pages not numbered	ABCya.com coin sorting game	All coin amounts

### Whole Group:

Introduce making a coin book. All the student will be making one to help remember which coin is which. Each page will have a picture of a different coin and they will put them in the value order. First, the students will color each coin based on what they actually look like. They can use their chrome books to search if they forget.

### Below:

#### With Teacher:

Review what each coin looks like. Hold up each coin and ask the students to identify it. After they have correctly named the coins, place them in order on the table. Discuss the amount of the penny and quarter. The penny is only worth 1 cent and the quarter is worth 25 cents. Have them think about what they could buy with 1 cent. Next, do they think they could buy anything with 25 cents? After the discussion, give each student all of the coins. Have them set up file folders around their work area. Their job is going to be to put them in order. The middle two amounts don't matter as much at this point. Focus on if they can put the penny first and the quarter last.

Formative Assessment: Students will complete a worksheet by coloring the coins their actual color and identify which has the most and least amount.

By self: Work on coin book. Color the coins their actual color and put the pages in order. The pages of the book will be numbered to help them put the pages in order.

Technology: Students will play a game where they are shown an image of a coin and have to identify which one it is and click the correct response.

<https://www.splashmath.com/counting-money-games>

Emerging: Review which coins are which by holding each up and having students identify them. Also talk about which on had the most and least value. Move into discussion on the middle 2

coins. The dime and nickel. Remember, the bigger coin doesn't mean more. Put the penny and quarter on the table, have enough space between them to place the dime and nickel. Review the amount of the penny and quarter. The amounts of these 2 coins fall in the middle of these 2 amounts. The nickel comes after the penny and is worth 5 cents. The dime is worth 10 cents and comes after the nickel. Now that we have them all in order, let's go over this again. The teacher will name them all along with the amounts first. Repeat the same process with the students repeating right after. Then point to the coins and have the students alone say what they are and say amounts. Then point to a coin and ask an individual student to say its name and amount. (Stay in order first time, then point to coins at random).

Formative Assessment: Students will complete a worksheet by coloring the coins their actual color and numbering them to place them in order.

By Self:

Make coin book. They have to first color the coins based on their actual color and put them in order. The pages will also be numbered to assist them in putting the pages in order.

Technology: Students will play a coin sorting game on ABCya.com

[http://www.abcya.com/learning\\_coins.htm](http://www.abcya.com/learning_coins.htm)

Above:

With Teacher:

Have same discussion with students on coin identification and most and least amounts. Discuss the middle 2 amounts by putting the penny and quarter far enough apart to leave space for the nickel and dime. The nickel is worth 5 cents and comes after the penny. The dime is worth 10 cents comes after the nickel. This leads us to the quarter which we already know it has the amount of 25 cents. Go over the order again alone as the teacher and have the students repeat the coins and amounts the second time. Have them then set up file folders around their area, and give them each 1 penny, nickel, dime, and quarter. Individually they will put the coins in order.

Formative Assessment: Students will complete a worksheet by coloring the coins their actual color and numbering them to place them in the correct order.

By self:

Make the coin book. They will also first color the coins their actual color and put them in order. The pages won't be numbered and they will need to double check their order with the teacher.

Technology: Students will be playing a coin sorting game on ABCya.com



[http://www.abcya.com/learning\\_coins.htm](http://www.abcya.com/learning_coins.htm)

Assessments:

Below:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Color the coins their real color.

Put a 1 by the coin worth the least

Put a 2 by the coin worth the most



Emerging

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Color the coins their real color.

Put them in order from the least to the most. Put a 1 by the least. A 2 by the next. A 3 after that. And a 4 by the coin worth the most.



Above:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Color the coins their real color

Put them in order by numbering them 1-4. Write a 1 by the coin worth the least and a 4 by the coin worth the most.



Coin Book Pages:

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Penny

1 cent



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Page 1

Nickel

5 cents



Dime  
10 cents



Quarter  
25 cents



\*For above level students- remove page numbers before printing

## Day 3

	With Teacher	By Self	Technology	Assessment
Below	Amounts of all coins	Coin amounts puzzle	ABCya.com coin sorting game	All coin amounts
Emerging	Mixture of basic and odd amounts	Coin amounts puzzle	Billing Counter game	Mixture of amounts
Above	Odd amounts	Coin amounts puzzle	Billing Counter game	Odd amounts

### Below:

With Teacher:

Teacher will review the coins, including the most and least amounts. Students will work on the middle 2 amounts. After placing the penny at one end with the quarter at the other end, the teacher will explain that a nickel is worth 5 cents and comes after the penny which is only worth 1 cent. Next, discuss the amount of the dime. It is worth 10 cents and comes after the nickel. This leads to the coin with the most value, the quarter worth 25 cents. Go over the amounts again pointing to each one and having the students repeat the second time. They have their coin book to use as a reference.

Formative Assessment: Students will complete a worksheet with all the coin amounts on it. They will need to identify which coin is worth which amount

By Self:

Students will each have a puzzle with a coin on it on one piece and the amount written on the other. They need to match up each one.

Technology:

Students will play the coin sorting game on ABCya.com

[http://www.abcya.com/learning\\_coins.htm](http://www.abcya.com/learning_coins.htm)

### Emerging:

With Teacher:

Students will once again review the amounts of the coins. Today, they are going a step farther and mixing the different amounts. The teacher will put the nickel and dime together and ask the students what they think the amount will be. Walk through how the coins can be added

together to create different amounts. So this makes the amount of the nickel and dime worth 15 cents. Keep mixing the different coins together to let the students get more practice. The amounts can be a mixture of any coins. However, the amount won't go over 50 cents.

Formative Assessment: Students will complete a page with random amounts of coins and match it to the correct number amount.

By Self:

Students will use a coin amounts puzzle with a mixture of basic and odd amounts.

Technology: Students will play an online game where they are buying 2 items and have to find the amount

<https://www.turtlediary.com/game/add-the-money.html>

Above:

With Teacher:

The teacher will have the same discussion as with emerging students. However, this group will have a bigger variety of odd amounts.

Formative Assessment: Students will complete a page with random amounts of coins and match it to the correct number amount.

By Self:

Students will use a coin amounts puzzle with a mixture of basic and odd amounts, however there will be more odd amounts.

Technology: Students will play an online game where they are buying 2 items and have to find the amount

<https://www.turtlediary.com/game/add-the-money.html>

Formative Assessments:

Below:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Match the coins to their amounts by drawing a line



25 cents



10 cents



1 cent



5 cents



Emerging:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Match the correct coin amounts with their number amounts



26 cents



30 cents



15 cents



7 cents

Above:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Match the coin amounts with their number amounts



16 cents



7 cents



30 cents



26 cents



30 Cents



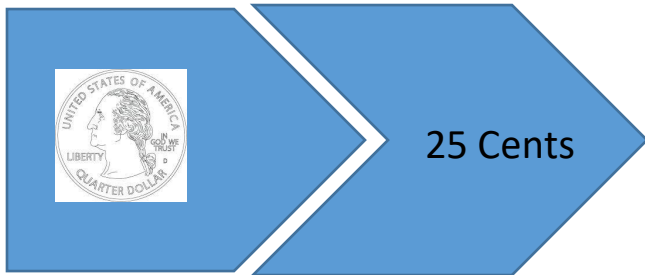
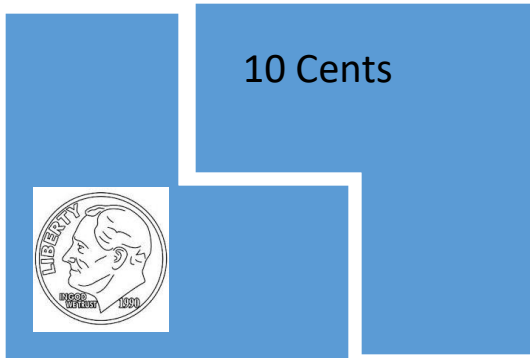
16 Cents



50 Cents



12 Cents



## Day 4

	With Teacher	By Self	Technology	Assessment
Below	Mixture of coins- Coins in a cup	Coin War	Billing counter game	Which side is more?
Emerging	Coins in a cup	Coin War	BrainPOP jr. dollars and coins video	Which side is more?
Above	Coins in a cup	Coin War	BrainPOP jr. dollars and coins video	Which side is more?

### Below:

With Teacher:

Review with students the amounts of each coin. They are going to move into the mixing of coins to make different amounts. Explain that when 2 coins are put together the amounts are added together. If I had a dime and a nickel, which are worth 10 and 5 cents, and put them together I would have 15 cents. Practice a few more times with different combinations of coins. Play coins in a cup by giving each student a solo cup and cards with different amounts written on them. Students will have fake versions of the coins and will place the correct ones in the cup to make the amount.

Formative Assessments: Students will complete a worksheet by comparing different coin amounts on them and circling which side has a higher amount.

By Self:

Students will have a pile of cards with different coin amounts on them. When they flip them over and compare them side by side, they need to figure out which card has the higher amount and then place them to the side.

Technology: Students will play an online game where they are buying 2 items and have to find the total amount

<https://www.turtlediary.com/game/add-the-money.html>

### Emerging:

With Teacher:

Review the mixture of coins to make different amounts. It can be tricky so students will also play the coins in a cup game where they have a mixture of coins and must place the correct amount in the cup. After they have had more practice introduce the dollar. It is the first of the paper dollars and is written as \$1.00. Start by explaining a dollar is worth 100 pennies and 4 quarters.

Formative Assessment:

Students will complete a worksheet comparing different amounts and will circle which amount has a higher value.

By Self:

Students will have a pile of cards with different coin amounts on them. When they flip them over and compare them side by side, they need to figure out which card has the higher amount and place them in a pile to the side. Also includes 1 \$1.00 card.

Technology: Students will watch BrainPOP jr Dollars and Coins video

Above:

With Teacher:

Students will also review the mixture of coins to make different amounts. Review by writing/ saying an amount, the students will also have a card in front of them showing the amount, they will have fake coins and will use a combination of a couple to make the amounts and place them in a solo cup. They will have folders up so there is no peeking. Students will also take turns saying how they got their answer. When they have had some practice with the mixing of different amounts, introduce the dollar. It is written as \$1.00. Also explain how it is worth 100 pennies and 4 quarters.

Formative Assessment: Students will complete a worksheet with different mixtures of coins and will circle which side has a higher amount.

By self:

Students will play coin war. They will have a set of little cards with different coin amounts on them and when they place them side by side to compare them, they decide which card has the higher amount and place it to the side. There will be a card with the \$1.00 amount.

Technology: Students will watch BrainPOP Dollars and Coins Video

Assessments:

Below:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Which side has a higher amount? Circle it!



Emerging and Above:

Name: \_\_\_\_\_







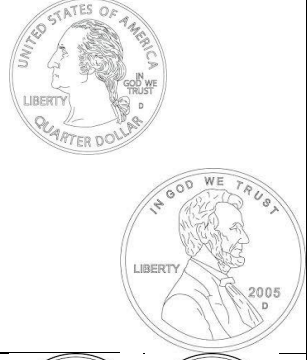








Date: \_\_\_\_\_

Directions: Which side has a higher amount? Circle it!





# Coin War Cards

## Day 5

	With Teacher	By Self	Technology	Assessment
Below	Cash Register	Review a game	BrainPOP jr Dollars and coins video	Writing Amounts
Emerging	Cash Register	Review a game	Learning Money for Children Video	Writing Amounts
Above	Cash Register	Review a game	Learning Money for Children Video	Writing Amounts

### Below:

With Teacher:

Students will review amounts they have been talking about over the course of the week. Discuss how mixing the coins gives different values. Introduce the dollar bill. Place a fake example on the table and explain that it is the first value of paper bills and how it is written \$1.00.

Students will play store with a cash register. There will be different items from around the classroom with random amounts written on sticky notes, and students will have fake versions of coins and \$1.00 bills. They will 'buy' an item and provide the correct amount of money.

By Self:

Students will get to choose any game they played during the week and play it again.

Technology:

Students will watch the BrainPOP jr video on dollars and coins

### Emerging:

With Teacher:

Students will review what they have been talking about all week. Re-visit the \$1.00 amount and remind them it is worth 100 pennies or 4 quarters.

Students will play store with a cash register also. They will follow the same procedure.

By Self:

Students will get to choose any game they played during the week and play it again.

Technology:

Students will watch Learning Money for Children video

<https://www.youtube.com/watch?v=Z7hwaeaDk-l>

Above:

Students will review what they have been going over all week. They will also re-visit the \$1.00 amount and the teacher can remind them it is worth 100 pennies or 4 quarter. (Can introduce the amount of the middle 2 coins to get to \$1.00.

Students will also play store with the cash register. Amounts that include the \$1.00 can also be included.

By Self:

Students will get to choose a game they have played during the week and play it again.

Technology:

Students will watch Learning Money for Children Video

<https://www.youtube.com/watch?v=Z7hwaeaDk-l>

Formative Assessment:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: On the line write the amount



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_