Grace Gartley

Math Methods

Mrs. Thompson

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Coin Wars Lesson Plan

1. Topic
   1. Introduce the kids to money and the value of money
2. Objectives/Procedures
   1. Help the kids to understand money on several levels
      1. That each coin is different and worth a different amount
      2. That each coin has its own name and is made of a different material
      3. That several coins together create a larger amount, and to be able to calculate that amount based off of how much each coin is worth
   2. Standard - CC.2.4.2.A.3: Solve problems and make change using coins and paper currency with appropriate symbols
   3. Standard - CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
   4. Standard - CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100.
3. Teaching Procedures
   1. Anticipatory set
      1. Hold up a picture of a coin and ask the kids if they have ever seen something like this before.
         1. After getting some answers explain that it is a coin and that it is a form of money
         2. Talk about where they might have seen something like this before (grocery store, bank, etc.)
   2. Development 1
      1. Explain that there are several different kinds of coins
         1. See if they can name some
      2. Then explain that each of the coins has a different value and is worth a certain amount
         1. Go through each coin and name it, give it’s value, and talk about distinctive features
         2. Explain to the best of your ability how value works
            1. Coins are assigned “value”, or a worth. Maybe explain it like trading pokemon cards? A more rare pokemon for a few not so rare ones (5 pennies for a nickel)
   3. Guided practice 1
      1. Do a quick couple rounds through the coin pictures to make sure they understand what each one’s named, what each one is worth, and who is on each coin
   4. Development 2
      1. Explain that you can combine different coins to create larger sums
         1. For example: a penny is worth 1 and a dime is worth 10. If we have 12 pennies and 1 dime, we have a total of 22 cents.
      2. Make sure to explain the place value within the coins
         1. For example: a penny is worth one; which would be in the ones place. A nickel is worth 5 which would also be in the ones place. A dime is worth 10- a one in the tens place and a 0 in the ones place. Quarters: 2 in the tens place and a 5 in the ones place.
      3. Go through a couple equations with the fake coins that I will bring with me from our school’s curriculum library
         1. Make sure to go over place value with examples
            1. 25+10=35; 3 in the tens place and a 5 in the ones
         2. Have a number rack available to help with addition
         3. Once they start getting answers without much prompting, you know they are ready to move on
         4. If they are struggling, ask:
            1. How do you know?
            2. What is difficult about this problem?
            3. What strategies can we use to solve the problem?
   5. Development 3
      1. Go over the worth of each coin and names again one more time
      2. Repeat that coins together have larger value than one singular coin and that you can combine coins to form new amounts
   6. Independent practice 1
      1. Coin wars game
         1. Will allow them to learn to add money together to get an amount and practice their new understanding of money value
         2. Go over the rules
         3. As the students play, ask them questions like:
            1. How do you know?
            2. What is difficult about this problem?
            3. What strategies can we use to solve the problem?
   7. Closure
      1. Review what you learned
      2. Ask them what they most enjoyed learning about with money
4. Adaptions/modifications
   1. Male sure to speak clearly and precisely
   2. Take your time and don’t rush so that everyone can catch on to the subject
   3. Make sure to have alternative math tools on hand (abacus)
   4. If students don’t seem to be getting the idea of money and how it holds value and how that value works, then slow down again and use simpler terms
      1. Don’t be afraid to go over as many examples as you need until they understand the concept of coins and adding money together
5. Materials
   1. Coin pictures
   2. Fake coin bucket
   3. Coin wars game
   4. Number rack (in case some students need help with the addition part of the activity)
6. Evaluation
   1. Formative Assessment: coin wars game, doing examples on their own
7. Reflection
   1. Did the students seem to understand the information? Did they enjoy the activity and learn something from it? Were there enough chances for them to practice their understanding?
   2. Did the students seem to understand my teaching? Was I clear and concise? Did I explain the subject well enough for my students to understand? Did I go too fast or was my speed okay? Was I engaging?