

Title: Pennies and Dimes

Grade Level: 1st grade

Subject Area: Math

Concept/Skill:

- The dime is worth 10 cents
- The penny is worth 1 cent
- Dimes and pennies are American coins
- There are 100 pennies in a dollar
- There are 10 dimes in a dollar

Target Audience: Regular class

I. PREPARING TO TEACH

A. GOALS: IL.7.A.1c > Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.

IL.1.C.1d > Summarize content of reading material using text organization (e.g., story, sequence).

B. OBJECTIVE: After hearing a story about dimes, the class will create a chart listing the characteristics of dimes, will use plastic dimes and pennies to make the amount asked by the teacher on the piggy bank, will complete the assigned workbook pages as a class, and will assist the teacher in counting the money in the piggy bank.

C. MATERIALS: Smart Board, Math workbook pages (369), Miss Bailey's Piggy Bank, plastic dimes and pennies, Dime Book, Chart Paper, Magnetic Dimes and Pennies, Paper Piggy Bank for each student.

D. Resources: Math Workbook, Worksheets from cooperating teacher

II. INSTRUCTIONAL SEQUENCE:

A. FOCUSING ACTIVITY:

1. Good Morning boys and girls! Raise your hand if you went home last night and started a piggy bank?
2. Well today I brought my piggy bank back and I'm going to need some help to find out how much money I have today!
3. I really want to buy this cute little bear! Who can raise their hand and tell me how much money he costs? (Students raise their hand and tell the teacher the bear costs 57 cents).
4. We are going to count my money and see if I have enough to buy this bear.

5. The teacher holds up each coin to the class while the class counts aloud.
6. When the students finish counting the teacher will say, Do I have enough money to buy this bear? (Yes!)
7. Your right! I do have enough money to buy this bear! Great job!

B. PURPOSE:

1. Who can raise their hand and tell me why is it important that we know how to count and use money? (Students may answer: we need to buy things, money is used for everything we do)
2. Your right! We use money almost everyday! When we go to the grocery store, when we want to buy a new toy or new school supplies, most of what we need costs money!
3. See students, it is so important that we know how to use and count money because we will use it in our lives every single day!
4. We have already practiced yesterday and this morning using pennies and nickels, and today we are going to learn about another very important coin. This coin is called the dime!
5. We need to learn about how to count dimes because they are a very important part of our money system, just like pennies and nickels!

C. INSTRUCTION:

1. Today, we are going to read a story all about dimes. I need you to listen very carefully as I read the story because we are going to make a chart on the board that tells us all about dimes.
2. Make sure that you keep your ears open, and your mouths closed during the story. I will need students to share what they learned at the end of the story with the class.
3. Please come sit on the carpet and leave your paper at your desk please.
4. Students come to the carpet to listen to the story.
5. Okay students, this story is all about dimes. Listen carefully!
6. The teacher reads the students the story and asks questions as she reads. She asks questions such as, "How much is the dime worth?" (10 cents), "How many dimes make up one dollar?" (10 dimes), "What is a dime made out of?" (Copper and nickel).
7. After the story the teacher will pass out a dime to each student and ask the students to go back to their seats quietly.
8. When the students are sitting quietly and giving the teacher their full attention the teacher will ask students to raise their hand and tell the teacher what they learned about the dime.
9. The teacher will also tell the students to examine the dime that they have on their desk and look at it carefully.

10. The students will share their ideas as the teacher records them on the chart paper.
11. After the teacher records the ideas on the paper, she will ask the students to stand up and put 10 fingers in the air.
12. She will tell the students that since the dime is worth 10 cents, the students need to count by 10's when they count dimes.
13. The teacher will have the students count by 10's until they get to 100.
14. Very good students! That is how we are going to count our dimes.
15. Let's try some on the board.
16. The teacher puts 6 magnetic dimes on the board, with lines underneath each one.
17. Students, since these are dimes, we need to count by 10's.
18. The teacher will count by 10's aloud and write the number underneath each dime and write 60 cents.
19. The teacher will ask students to raise their hand if they agree with the answer.
20. Then, the teacher will ask the students to try one on their own.
21. The teacher will place 4 dimes on the board and ask students how much money is on the board. She will ask students to hold up 10 fingers when they have the answer. (40 cents)
22. Your right! This is 40 cents. Let's count it out loud together.
23. The class counts the coins aloud together.
24. Okay boys and girls! We are going to get our own piggy bank now. But before I pass this out, we have to discuss the rules.
25. When you get this piggy bank you are to sit quietly as I pass out a bag of dimes to each of you. Please do not open your dimes until I ask you to.
26. The teacher asks a student to pass out the piggy banks, while she passes out a bag of dimes to each student.
27. When all students are sitting quietly and have received their materials the teacher may begin.
28. Let's listen up. I am going to tell you the name of a new toy that I want to buy. If I say that my new toy costs 50 cents, I want you to put 50 cents on top of your piggy bank.
29. When you have the answer I want you to give me thumbs up!
30. Does anyone have any questions? (The teacher answers any questions at this time).
31. I want to buy a new yo-yo. This yo-yo costs 90 cents! Can you please put 90 cents in the piggy bank for me?
32. Remember, when you have your money in the bank please give me thumbs up so that I know you are finished.
33. The teacher will walk around the room and check students' answers.

34. Who can raise their hand and tell me how many dimes they have in their piggy bank? (Student answers 9 dimes)
35. Very good! Let's try another one.
36. I want to buy a keychain for 20 cents. Please put the right amount of money in the piggy bank so that I can buy the keychain.
37. The teacher walks around the room and checks the students' answers. (Students should have 2 dimes on the piggy)
38. Who can raise their hand and tell me how many dimes they have in their bank? (The teacher calls on a student to answer the question)
39. Okay, good job boys and girls. Please put the dimes back in the bag and pass the bag forward. We are going to start our math workbook page now.
40. The teacher collects the bags, and begins the workbook page on the Smart Board with the students.
41. The teacher reads the directions and does the first problem with the students.
42. Then, the teacher asks the students to do a few problems on their own. After about 2 minutes, the teacher will go over the answers as students come up to the Smart Board.
43. The teacher will ask students to place their workbook page on the front table when they have finished it.

D. MODELING:

1. The teacher will place the dimes on the board and will write the number underneath each dime to illustrate how much each dime is worth.
2. The teacher will also model how the students are to place the coins on their piggy bank.

E. CHECKING FOR UNDERSTANDING:

1. As the teacher is reading the story aloud to the students, she will make frequent pauses to ask the students questions about dimes. This will ensure that the students are listening and understand the story.
2. The teacher will also check for understanding as the class is creating the chart about dimes. The teacher will ask the students to recall facts that they learned about dimes. For example, how much are they worth, what do they look like, are they bigger than a penny? Etc.
3. As the students are placing the dimes on the piggy banks the teacher will walk around the room to get an idea if the students understand the concept.

F. TASK/GUIDED PRACTICE:

1. Before the students begin the piggy bank exercise, the teacher will explain and model how the activity is to be done.
2. While the students are working, the teacher will walk around the room and provide assistance to any students who need help.
3. The teacher will also do some problems in the math workbook on the Smart Board with the students.
4. As students are finishing problems in the workbook, the teacher will also walk around the room and provide assistance to students who need it.

G. INDEPENDENT PRACTICE:

1. If the students seem to understand counting dimes, and are finished with their workbook pages, the teacher will have an extra practice sheet available on the table for the students to complete.
2. Students who do not finish the workbook pages will be asked to finish it at home and will complete the extra practice worksheet as morning work the following day.

III. CONCLUSION:

1. Okay students please stop what you're doing and look up here. Great job today on dimes!
2. Before we go, I would like you to turn to the person sitting next to you and tell them one thing you learned about dimes! Go!
3. The teacher will ask two students to share their ideas with the class.
4. Okay, now look up here again please! Now turn to your neighbor, give them a pat on the back and say, "Great job today!"
5. Great job boys and girls; you may put away your math supplies and get ready for gym!

IV. EVALUATION:

A. STUDENT EVALUATION:

1. The teacher will ask each student to hand in their workbook pages on the table when they are finished. If they are not finished, they will take the work home and bring it back the next day.

B. TEACHER EVALUATION:

1. How do I know that my students understood the concept of counting dimes?
2. Did I explain the directions well to the students so that they understood what they were expected to do?
3. How can I connect this lesson to tomorrow's lesson?