MONEY

By: Karen Gravel
FLA 518
July 21, 2004

Grade 3
ESL Content-Based Instruction
Introduction
Karen Gravel  
FLA 518- Dr. Verplaetse  
July 21, 2004

**TITLE:** Money

**GRADE:** 3

**TARGET GROUP:** Content-Based Instruction

**SOURCES:** Houghton Mifflin  
   *Math Central* Level 3  
   Houghton Mifflin 1998 - Boston, Massachusetts

   *Math Advantage Grade 3*  
   Volume 1- Teachers Edition  
   Harcourt Brace Publishers

   Internet Site: [www.lessonplanspage.com/printables](http://www.lessonplanspage.com/printables)  
   [www.ccboe.com/](http://www.ccboe.com/)

**SOURCE OF LESSONS:** same as above

**LEARNING GOALS:**
- I want my students to know the names of U.S currency.
- I want my students to know the value of U.S. currency.
- I want my students to know how to count and know the names of groups of money.
- I want my students to know how to make change.
- I want my students to know how to be able to use money to buy things.
<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>See Functional Notional Chart</strong></td>
</tr>
<tr>
<td><strong>Key vocabulary</strong></td>
</tr>
<tr>
<td>1. Identify U.S. denominations</td>
</tr>
<tr>
<td>2. Name the value of U.S. denominations</td>
</tr>
<tr>
<td>3. Count and name groups of money</td>
</tr>
<tr>
<td>4. Make change</td>
</tr>
<tr>
<td>5. Use money to buy things.</td>
</tr>
<tr>
<td><strong>LEARNING STRATEGIES</strong></td>
</tr>
<tr>
<td>Activate background knowledge</td>
</tr>
<tr>
<td>Word ring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills- (do)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Name denominations in a poem</strong></td>
</tr>
<tr>
<td><strong>2. Match/explain denominations with value</strong></td>
</tr>
<tr>
<td><strong>3. Discuss values</strong></td>
</tr>
<tr>
<td><strong>4. Recite a poem</strong></td>
</tr>
<tr>
<td><strong>5. Fill in blanks</strong></td>
</tr>
<tr>
<td><strong>6. Listen and interact with a story</strong></td>
</tr>
<tr>
<td><strong>7. Write a word problem</strong></td>
</tr>
<tr>
<td><strong>1. Name the different denominations</strong></td>
</tr>
<tr>
<td><strong>2. Name and discuss the value of money</strong></td>
</tr>
<tr>
<td><strong>3. Describe characteristics of money</strong></td>
</tr>
<tr>
<td><strong>4. Read a story</strong></td>
</tr>
<tr>
<td><strong>5. Write amounts of money</strong></td>
</tr>
<tr>
<td><strong>6. Create word problems</strong></td>
</tr>
<tr>
<td><strong>7. Buy a variety of items.</strong></td>
</tr>
<tr>
<td><strong>LEARNING STRATEGIES</strong></td>
</tr>
<tr>
<td>Study chart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes and awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Be aware of problems when purchasing items.</strong> <em>(Sellers returning the incorrect change.)</em></td>
</tr>
</tbody>
</table>
| **2. Be aware of the different ways to pay for items.* **
Lesson 1
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULAS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>To identify, describe, and name the value of U.S. coins of varying denominations.</td>
<td>I have a ______.</td>
<td>Phrasal Verb</td>
<td>Coin(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Touch the dime)</td>
<td>Penny, nickel, half dollar.</td>
</tr>
<tr>
<td>Identify</td>
<td></td>
<td>This is a ______.</td>
<td>Present tense.</td>
<td>Worth</td>
</tr>
<tr>
<td>Repeat</td>
<td></td>
<td>A penny is worth ______.</td>
<td>Nouns</td>
<td>Equal</td>
</tr>
<tr>
<td>Request</td>
<td></td>
<td>May I have a ___?</td>
<td>Interrogatives</td>
<td>Buy</td>
</tr>
<tr>
<td>Answer</td>
<td></td>
<td>Yes I have a ___.</td>
<td>Modal (Can)</td>
<td>Light</td>
</tr>
<tr>
<td>Describe</td>
<td></td>
<td>This is a ___ it is worth ______.</td>
<td>Adjectives</td>
<td>Heavy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This dime is ___.</td>
<td></td>
<td>Large</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small</td>
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<td>Rough</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Smooth</td>
</tr>
</tbody>
</table>
Modified Lesson

Lesson 1- The Introduction of Money

Time: 1 hour

Grade 3- Content-Based Instruction ESL

Unit Goal: To name, identify the value of, and compare features of U.S. coins.

Pre-Production Goals: (Group 1)
- CONTENT OBJECTIVES- Students will know some of the names, the value of, and description of U.S. coins by:
- LANGUAGE OBJECTIVES
  1) Pointing and gesturing
  2) Drawing
  3) Listening to a poem
  4) Responding to gestures
  5) Matching

Early Production Goals: (Group 2)
- CONTENT OBJECTIVES- Students will know most of the names, the value of, and description of U.S. coins by:
- LANGUAGE OBJECTIVES
  1) Answering simple yes/no questions
  2) Using 1 or 2 word oral responses
  3) Listening to poem
  4) Responding to gestures
  5) Reading simple phrase and fill in blanks.
  6) Responding to either/or questions

Intermediate Goals: (Group 3)
- CONTENT OBJECTIVES- Students will know all the names, the value of, and description of U.S. coins by:
- LANGUAGE OBJECTIVES
  1) Writing the names, and values
  2) Answering questions with short phrases, or yes/no answers
  3) Answering either/or questions
  4) Describe characteristics orally, and through drawings.
5) Reading simple phrases, and fill in blanks.

**Note:** The day before this lesson is to begin send ESL students home with an organizer showing the coins we will be learning about. (See sample 1, and 1a) Ask ESL students to bring in coins from their culture to be used in later lessons.

**Materials:**
A cup of coins for each ESL students
Chart paper, white boards/markers
Pictures, Money poem, Money book, poster, organizers
The Money Poem: [www.lessonplanpage.com/MathMoney2.htm](http://www.lessonplanpage.com/MathMoney2.htm)

**Lesson Procedures:**

Write the objective of the day on the whiteboard for the students to refer to.
Objective of the day: We are going to learn about money. We will identify the names and values of U.S. coins. We are going to describe money.

1) **Activate background knowledge**  
   Time: 15 minutes
   "Today we are going to learn about money. Point to the poster on the wall illustrating U.S. currency. (Sample 1A) Show actual money in your hand. (Do not give money to students yet.) "We use money to buy things." **PAUSE. PARAPHRASE** "I buy bread, and milk, at the store with money. **PAUSE** Point to picture. (Sample 2) I buy my lunch at school with money. **PAUSE** Point to picture. (Sample 3) You buy a ball at the toy store.
   Try to elicit a response from some students about what they buy. List the ideas on chart paper. Make the lesson interactive. If a student mentions a certain denomination point to it and respond-Yes we can buy gum with a quarter. If you don't get much of a response try a questioning technique. "Can you buy pizza with money?" Do you buy candy with money?" Do you buy
milk or soda with money?" "What does mommy buy at the store?" Again point to picture. (Sample 2)

2) **Hands on exploration:**

   Time: 15 minutes
   
   Distribute a clear cup of coins to each student. Give them one of each denomination. Give students 5 minutes to explore the coins. Ask them to feel the coin. Use adjectives to discuss the coins. Provide examples of heavy/light, small/large, rough/smooth to showing the meaning. I have objects and clues to demonstrate meaning. (Book/feather, small/large paper clip, sand paper/feel top of table. Invite dialogue such as, "This coin is little", or "This coin is heavy. Again use the questioning technique to get them talking. "Is your coin rough?" "Yes this coin is light like a feather." Let the student hold the feather, then the coin. "The feather is light, the dime is light." "Show me a coin that is large?" (Group 1) Is this coin, or that coin heavy?" (Group 2) "Can you tell me about this coin?" (Group 3). Look for nodding or perhaps a yes/no answer from group 1 a two word answers from group 2, or perhaps a short phrase by group 3.

   Begin introducing the denominations. **Use the following procedure for all the denominations.**

   "This is a coin. **PAUSE** "These are coins."
   **REPHRASE** "A penny is a coin."
   **PAUSE** "A dime is a coin." **PAUSE** (Hold up each coin as you say this.) Ask the students to repeat after you, "This is a coin." Again.."This is a coin."
   **REPHRASE** The penny is a coin. **PAUSE**, pointing to the coin you are referring to. Look for understanding by asking students from Group 1 to point to a coin, or ask them to put a coin in their hand. Model and ask group 1, "Can you pick up a coin and show your friend?" Look for understanding from groups 2 and 3 with questions posed to different students. "Is this a coin?" Yes or no. Put a coin in you hand and ask, "Is this a coin?" After the student answers state, "Yes this is a coin." Put two other objects on the table and ask, "Is this a coin, or is this a coin?" (Group 3) Tell your friend which one of these items (point) is a coin. Provide plenty of wait time for the student's answers.

   Make anecdotal records for assessment purposes as the lesson progresses. (Sample 3a 3b 3c)

3) **Naming the coin and it's value:**

   Time: 15 minutes
Use the following procedure for all the denominations.

Teacher talk: "This is a penny. Have the penny in your hand to show.
Point to the poster. PAUSE "A penny is worth 1 cent. PAUSE/
REPHRASE A penny equals 1 cent. REPEAT A penny is worth 1 cent.
Have students repeat after you, "A penny is worth one cent. Point out
the cent sign and explain that is how we show and write the worth of a
coin. Have the students make a cent sign on their small white board.
"Let's write 1c on our whiteboards." "Now our board says 1c, REPHRASE
a penny is worth 1c." (Group 1) Show your friend your whiteboard that
shows 1c." "Show your friend the c sign." (Group 2 or 3) "Show your
friend your whiteboard and tell them what is says."
"Point to your penny."
Repeat the vocabulary again."This is a penny, it is worth 1 cent." Have
the students repeat after you.
"Put the penny in your hand."
To show understanding ask questions such as:
"Do you have a penny in your hand?" Group 1
Point to the coin worth 1 cent. Group 1
"Is your penny worth 1 cent?" Group 2 and/or 3
"How much is your penny worth?" Group 2 and/or 3
"What is worth 1 cent?" Group 3
"Tell me what a dime is worth?" (Group 3)

When you are working with higher values you can ask either/or
questions, or questions that would require a short utterance or a
simple sentence for an answer.
"Show me the coin that is worth 5 cents." (Group 1)
"Am I holding a nickel, or a penny in my hand?" (Group 1 or 2)
"Is the penny or the dime worth 10 cents?" (Group 2 or 3)
"Do you have a dime or a quarter in your cup?" (Group 2)
"How is the dime different from the penny?" (Group 3)

Additional assessments

Match Game (Group 1)- Teacher Made (Sample 5)

Students must turn over two cards and match the picture of the coin to
the worth of the coin. If the ESL students make a match they go again.
Encourage language during this game. Model correct language needed to understand the content you are teaching. (See narrative) Example- "Yes, you matched a nickel with 5 cents. PAUSE PARAPHRASE A nickel is worth 5 cents." "You turned over 10 cents, where do you think the dime is?" "I see a quarter on that card, do you think you can find the card showing 25 cents?"

This language you are providing turns this from a passive game into an active game. (See narrative)

Poetry (Group 2 and 3)

Teacher reads the poem entitled: The Money to group 2 and 3. (Sample 5) Point to coins as you read. Note** This poem is in chart form, so blow up the coins to match the size of the chart paper. Teacher re-reads the poem and invites ESL students to join in if they feel comfortable. This poem contains vocabulary such as thin, and fries. Model thin showing the difference between thin, and thick with a piece of paper and a book. Refer to picture 2 to explain fries. Provide time to talk about the poem and answer any questions.

Group 2
Hand a copy of The Money Poem (Sample 6) to each ESL student. With a partner they are to glue the correct coin in the first box, and write the correct worth in the second box. Model the first example and make reference to the cent sign again. Point to the cent sign and say "Remember this is the cent sign, it helps show what a coin is worth." After the chart is complete the partners try to read as much of the poem as they can to the teacher and their partner. Hopefully they can read at least the coin, and it's worth.

Group 3
Hand a copy of My Money Book (Sample 7) to each ESL students. Read through with the students and explain to them that they are to work with a partner and fill in the blanks and glue the correct coin on each
page. Model the first page together. Let them use the chart, or the poem for assistance.

As they are working, check the answers and model language they need to understand this content material.
Example: "Pedro, your first page says (point) Penny, penny easy spent, copper brown and worth one cent." "Yes, a penny is worth 1 cent."

To wrap up the lesson provide each student with a copy of the Skip Counting Song. Sing the song with the students a few times before dismissal. Let the students take home the copy of the song to practice and become familiar with the language for tomorrow's lesson. (Sample 8)
Narrative - Lesson 1

ESL students face many challenges in Mathematics. It is not just arithmetic. ESL students arrive with many different levels of understanding mathematical concepts. Some cultures do not teach any math. Some of these 3rd grade ESL students may not have had any contact with U.S. currency. Some may not be familiar with manipulatives. English math terms may not translate well into many languages. Mental math is often used in other cultures. Some ESL students may not have experience in showing their work, especially in more than one way. For these reasons and more the content material you are trying to teach ESL students must be made comprehensible. If the material is not comprehensible you will not receive any output from these students. Modifications must be made for ESL students.

The ESL students were sent home with an organizer prior to the lesson. This gave them a jump on the money language they will be asked to learn. Giving them this study guide ahead of time will provide them with time to process the information that the mainstream children already have stored in their heads. The ESL students will be less anxious having had a chance to make sense of even one piece of information they can work with when the lesson begins. Wall charts will allow students to refer to the new material.

I start by activating background knowledge because students learn more effectively when they already know something about the content material being presented. Students learn and remember new material when it is linked to prior knowledge. When teachers link new information about money to the student’s knowledge of money in their culture it activates their interest and curiosity and sets a purpose for learning.

I use modeling quite a bit because the ESL students will have varying limitations in their English proficiency skills. Modeling allows them to "see" the learning process I am talking about. It helps them construct meaning. They don’t need to rely as much on understanding the teacher talk in English. They can get meaning from my actions. Modeling keeps them engaged.

I frequently adjust my rate of speech, I pause and I repeat and paraphrase material. This creates more opportunities for students to interact with the content material I am covering, me, and other students. When I pause during my instruction I am simplifying the language for the ESL students giving them time to process the new information and search for information in their L1. I use slower, shorter sentences, and consistently repeat and rephrase the new vocabulary. If you repeat new vocabulary to the ESL students enough times in meaningful ways they will most likely acquire it.
Throughout the lesson I question the ESL students to check for understanding. Since their language skills are limited I need to modify the questioning technique. When I structure the questions to meet the needs of the language learners they are most often more willing to participate in the class. As a result they are interacting, and absorbing the new language. I am making the content material about money simplified. A simple do you understand question may cause the ESL student to say yes, or nod yes even if they do not understand the question. I can eliminate embarrassment by modifying the questions asked. The Level 1 ESL students were asked direct questions with visual clues. They can point to the correct answer. Level 2 ESL students were asked questions with a yes/no answer. They can often give one or two word answers. The Level 3 ESL students were asked more complex questions. They can often answer in short phrases, with more complicated language.
Sample poster of the classroom wall

<table>
<thead>
<tr>
<th>United States Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Penny</strong></td>
</tr>
<tr>
<td><strong>Nickel</strong></td>
</tr>
<tr>
<td><strong>Dime</strong></td>
</tr>
<tr>
<td><strong>Quarter</strong></td>
</tr>
<tr>
<td><strong>Half dollar</strong></td>
</tr>
</tbody>
</table>
Sample poster of the classroom wall

<table>
<thead>
<tr>
<th>United States Currency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Penny</td>
<td>1¢</td>
</tr>
<tr>
<td></td>
<td>one cent</td>
</tr>
<tr>
<td></td>
<td>.01</td>
</tr>
<tr>
<td>Nickel</td>
<td>5¢</td>
</tr>
<tr>
<td></td>
<td>five cents</td>
</tr>
<tr>
<td></td>
<td>.05</td>
</tr>
<tr>
<td>Dime</td>
<td>10¢</td>
</tr>
<tr>
<td></td>
<td>ten cents</td>
</tr>
<tr>
<td></td>
<td>.10</td>
</tr>
<tr>
<td>Quarter</td>
<td>25¢</td>
</tr>
<tr>
<td></td>
<td>twenty-five cents</td>
</tr>
<tr>
<td></td>
<td>.25</td>
</tr>
<tr>
<td>Half dollar</td>
<td>50¢</td>
</tr>
<tr>
<td></td>
<td>fifty cents</td>
</tr>
<tr>
<td></td>
<td>.50</td>
</tr>
</tbody>
</table>
Baby Food...... .59  Milk ...................... .85
Bread .............. .82  Mustard .............. 1.06
Butter .............. 1.62  Onion .................. .21
Cat Food........... .39  Paper Towels...... .93
Cookies ............ 1.64  Pickles............... 1.27
Cottage Cheese... .90  Potatoes........... 1.32
Dog Food.......... .85  Potato chips..... 1.09
Eggs............... 1.13  Soap .................. .63
Hot Dogs .......... 2.10  Soup .................. .76
Jam ................. .88  Spaghetti ......... .89
Juice .............. .95  Toothpaste......... .99
Ketchup .......... 1.07  T.V. Dinner ...... 3.10
<table>
<thead>
<tr>
<th>Food Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacon and Eggs</td>
<td>$3.99</td>
</tr>
<tr>
<td>Banana Split</td>
<td>2.16</td>
</tr>
<tr>
<td>Cake</td>
<td>1.52</td>
</tr>
<tr>
<td>Chicken</td>
<td>4.74</td>
</tr>
<tr>
<td>Chili</td>
<td>1.89</td>
</tr>
<tr>
<td>Cola</td>
<td>.74</td>
</tr>
<tr>
<td>French Fries</td>
<td>.90</td>
</tr>
<tr>
<td>Hamburger</td>
<td>1.75</td>
</tr>
<tr>
<td>Hot Chocolate</td>
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<td>Hot Dog</td>
<td>1.10</td>
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<tr>
<td>Ice Cream Cone</td>
<td>.88</td>
</tr>
<tr>
<td>Juice</td>
<td>.75</td>
</tr>
<tr>
<td>Lemonade</td>
<td>$ .77</td>
</tr>
<tr>
<td>Milk</td>
<td>.95</td>
</tr>
<tr>
<td>Milk Shake</td>
<td>1.86</td>
</tr>
<tr>
<td>Onion Rings</td>
<td>1.63</td>
</tr>
<tr>
<td>Pancakes</td>
<td>2.55</td>
</tr>
<tr>
<td>Pizza</td>
<td>1.17</td>
</tr>
<tr>
<td>Root Beer</td>
<td>.92</td>
</tr>
<tr>
<td>Sandwich</td>
<td>4.43</td>
</tr>
<tr>
<td>Shrimp</td>
<td>4.10</td>
</tr>
<tr>
<td>Spaghetti</td>
<td>1.69</td>
</tr>
<tr>
<td>Sundae</td>
<td>1.66</td>
</tr>
<tr>
<td>Taco</td>
<td>.98</td>
</tr>
</tbody>
</table>
orange

7. box

10. lettuce
Use the picture. Find the cost.

1.
**Anecdotal Check List**

Date ____________________

Group 1

Unit Lesson ________________

Objective: Students will know some of the names, the value of, and description of U.S. coins.

<table>
<thead>
<tr>
<th>Students</th>
<th>Point and gesture</th>
<th>Trace and draw</th>
<th>Listen/Respond to Poem</th>
<th>Respond to gestures</th>
<th>Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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</tr>
</tbody>
</table>
Anecdotal Check List

Date ____________________

Group ____________________

Unit Lesson ____________________

Objective: Students will know most of the names, the value of, and description of U.S. coins.

<table>
<thead>
<tr>
<th>Students</th>
<th>Answer Yes/No question</th>
<th>1 or 2 word oral response</th>
<th>Listen and respond to poem</th>
<th>Respond to gestures</th>
<th>Respond to either/or questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>4</td>
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<td>5</td>
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</tr>
</tbody>
</table>
**Anecdotal Check List**

**Date** ____________________ 

**Group** 3 

**Unit Lesson** ________________

**Objective:** Students will know all of the names, the value of, and description of U.S. coins.

<table>
<thead>
<tr>
<th>Students</th>
<th>Answer in short phrases</th>
<th>Listen and respond to poem</th>
<th>Describe coins</th>
<th>Respond to either/or questions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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ten cents
nickel

half dollar
penny
The Money Poem

Penny, penny easy spent,
Copper brown and worth one cent.

Nickel, nickel, thick and fat,
You’re worth 5, I know that.

Dime, dime, little and thin.
I remember you’re worth 10.

Quarter, quarter, big and bold.
You’re worth 25, I am told.

Half dollar, half dollar,
Giant size
50 cents to buy some fries.
The Money Poem

Penny, penny, easy spent,
Copper brown and worth one cent.

Nickel, nickel, thick and fat,
You're worth 5, I know that.

Dime, dime, little and thin,
I remember-you're worth 10.

Quarter, quarter, big and bold.
You're worth 25, I am told.

Half a dollar, half a dollar,
Giant size
50 cents to buy some fries.
My Money Book

By: __________________

Penny, penny, easy spent,
Copper brown and worth
______ Cent.

Nickel, nickel thick and fat,
you're worth _____
I know that.

Dime, dime, little and thin,
I remember you're worth ___.
Quarter, quarter, big and bold. You're worth ____ I'm told.

Half a dollar, half a dollar, Giant size. ____ cents to buy some fries.
Skip Counting Song

The Skip Count Song
(to the tune of "Skip to my Lou")

Skip count, skip count, count by 2's
We can count to 20.
"2, 4, 6, 8, 10, 12, 14, 16, 18, 20!"

Skip count, skip count, count by 5's
We can count to 50.
"5, 10, 15, 20, 25, 30, 35, 40, 45, 50!"

Skip count, skip count, count by 10's
We can count to 100.
"10, 20, 30, 40, 50, 60, 70, 80, 90, 100!"

http://sln.fi.edu/pieces/knox/skipsong.htm
Lesson 2
<table>
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<th>SITUATION</th>
<th>FORMULAS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
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</table>
| Skip Count| To skip count by 2's, 5's, and 10's | I am _________.  
I can count by ___'s. | Nouns of measure   | 2's, 5's 10's     |
| Answer    |                             | I am skip counting by _______'.             | Verb "to be"      | Skip count       |
| Repeat    |                             | I am _______.  
Skipping is _______.  
Skipping is _______ than walking. | Verbs              | Skipping         |
| Explain   |                             | I am skip counting by ___'s because____.    | Adjectives         | Quicker, faster, easier |
Modified Lesson

Lesson 2- **Skip counting**  
Time: 1 hour

Grade 3- Content-Based Instruction

**Unit Goal:** The ESL students will know how to skip count by 2's, 5's, and 10's.

**Pre-Production Goals:** (Group 1)
- **CONTENT OBJECTIVES:** Students will skip count by 2's, 5's, and 10's.
- **LANGUAGE OBJECTIVES:**
  1. Pointing
  2. Gesturing
  3. Respond to questions
  4. Fill in gaps.
  5. Repeat
  6. Sing a song

**Early-Production Goals:** (Group 2)
- **CONTENT OBJECTIVES:** Students will skip count by 2's, 5's and 10's.
- **LANGUAGE OBJECTIVES:**
  1. Gestures
  2. Answer questions with short utterances or yes/no
  3. Repeat
  4. Sing a song
  5. Fill in most of the missing numbers.

**Intermediate Goals:** (Group 3)
- **CONTENT OBJECTIVES:** Students will skip count by 2's, 5's and 10's.
- **LANGUAGE OBJECTIVES:**
  1. Answer either/or questions
  2. Repeat
  3. Sing a song
  4. Explain Orally
  5. Write a sentence
**Teacher note:** It is essential that ESL students understand the concept of skip counting with numbers before they are expected to skip count with coins. The first few activities are designed to teach them how to skip count before we move on to skip counting coins.

**Materials:** Chart paper, 100's charts, Skip Counting Song, Journals, Racing Game, overhead transparency.

**Sources:**
- [www.sln.fi.edu/pieces/knox/skipsong.htm](http://www.sln.fi.edu/pieces/knox/skipsong.htm) Skip Song
- [www.math.eku.edu/Greemwell/MAT303/011](http://www.math.eku.edu/Greemwell/MAT303/011) Pass the paper

**Lesson Procedures:**

Write the objective of the day on the board. Today we will learn about skip counting with numbers. We will learn why skip counting is important.

1) **Review and a Journal Entry**

Refresh the memory of the ESL students with a quick review of yesterday's lesson. This will re-activate the language they need to understand the concept of counting on.

I will model what I expect from the journal entry. I bring a bag of items from the grocery store to share with the ESL students. I will have well known items such as apples, milk, bread, butter, an egg carton etc. The teacher will begin a conversation with the students. “I went grocery shopping yesterday.” “Let’s see what I bought.” “I bought an apple.” “With my quarters, and dimes I bought an apple.” **PAUSE PARAPHRASE** I can buy apples with quarters. Point to the coins on the money chart on the wall. “Can you buy an apple with quarters, and dimes?” Look for a response from the students. (Group 1) “Pedro, I bought bread with quarters, dimes, and pennies.” “Can you buy bread with quarters, dimes, and pennies?” (Point to money chart again) Look for a nod of the head, or perhaps a yes/no answer. (Group 2) Sam, I bought milk and bread at the store with quarters, nickels, and pennies.” What will you buy with quarters, nickels, and pennies, milk or bread?” Look for a short two or three word answer or perhaps an
utterance. (Group 3) "Maria, what can you buy at the store?" Look for a short sentence for an answer. If the student answers, "I buy bread at store with nickels", you can provide corrective feedback by saying, "Yes you bought bread at the store with nickels. (SEE NARRATIVE) Model some of the responses on chart paper that the ESL students can refer to in their journal. Highlight the coins or values contained in the sentence.

Today's topic for a Journal entry will be: What can you buy at the grocery store?
The journal pages will be modified for each level. (Sample 1a, 1b, and 1c)
If a student is having difficulty writing they may speak into a tape recorder.
Ask the students to share their journals with a friend, the teacher or with the whole group.

2)- The Skip Counting Song

Time: 20 minutes

Sing the skip counting song with the students to activate the pieces of language they were introduced to last night. (Sample 2) Note: The skip song has been modified for ESL learners. (SEE NARRATIVE)

To help clarify the meaning of skip counting I will show them with my finger how to skip count using the big 100's chart at the front of the classroom.

Each student will have a smaller version of the 100's chart at their desk. (Sample 3) "See how I am moving my finger, it is skipping across the numbers." "I am skip counting." PAUSE "Let's say it together, I am skip counting." "Let's all get up (gesture) and skip. Do this with the children, "Skipping is faster (gesture) than walking (gesture). PAUSE "Skipping is quicker than walking. Repeat with me" Students repeat. "When we count we can skip count to make it faster. (Gesture)

For this part of the lesson the skip counting song is cut apart and taught separately to make the language more comprehensible (SEE NARRATIVE)

"Now we are going to skip count (Move fingers) on the number chart. Watch my finger as I skip count by two's up to the number 20. (Point to the numbers 1- 20 on the chart) Now watch as I shade (gesture) in the numbers as I skip count. Use an overhead transparency. (Sample 4)
Shade in 2, 4, 6, 8, 10, 12, 14, 16, 18, and 20. "Let’s skip count these numbers with me as I touch the shaded numbers." 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Hand each student a modified version of the skip chart. (Sample 5)

"Now you shade in the numbers like I did on the big chart. (Point to the big 100’s chart)

Walk around the room to verify correct shading.

Ask for a volunteer to come to the front of the room and show us how to skip count by two’s. Feedback- “Yes you skip counted by 2’s. Ask the rest of the class, “What did they just do?”

Have the girls skip count, then the boys. Have row 1, then row 2 skip count.

Hearing the language repeated enough should help them acquire it.

Pair up the students and have them take turns skip counting by two’s. Show them how to use their finger as they count.

Keep the papers for assessment.

REPEAT THIS PROCESS FOR SKIP COUNTING BY 5’s and 10’s.

When you get to the 5’s and 10’s you can ask the following type of questions:

"Are you skip counting by 5’s?" (Group 1)

"Are you skip counting by 5’s or 10’s? (Group 2)

“Tell me what you are doing.” (Group 3)

Assessment/Closure:

Group 1

Group 1 will work with a partner and fill in the gaps on the number chart.

(Sample 6a, b, c) Let them use the number chart for reference.

Group 2 and 3- Give them a blank piece of paper.

Will play Race to 20- The game sheets will be modified for each group.

Break into groups of 4.

“We are going to race (gesture) to 20. When I say go to the first person (Touch on shoulder) you will write 2. Give the paper to the next person (Touch on shoulder) they will write 4. The paper goes around (Gesture) until you reach 20. Keep the papers for assessment."
Closure:
Take the ESL class back to the mainstream to share what they have learned.
(SEE NARRATIVE)
Prepare index cards (at least one for each student in the mainstream class) with multiples of 5 (5, 10, 15, 20, 25, . . .) (Sample 7)
Shuffle the cards and pass one card to everyone in the mainstream class (including the ESL students.) "Let's see if we can count by fives and make a line around the room. Let's start at the door. If we are skip counting by 5's who would come first to the door?" Bring your number with you.
Continue until all the students have had a chance to get in line. Have the entire class skip count the line orally from beginning to end. (Secretly time how long this takes.) Make it fun by challenging the class to do it again beating their original time.
Ask all the students "Why did we skip count?"
This activity not only provides ESL students with additional exposure to the language, but also is a good reinforcement for the mainstream students.
Lesson 2.11 will be broken into two lessons. In order to effectively introduce the concept of skip-counting money I feel ESL students need a lesson on skip counting numbers. I do not want to overload them with too much new content language at one time. I want to give them time to process one step at a time.

I used corrective feedback during this lesson. I did not over correct, that can be discouraging. Our goal is to encourage learning. I simply restated a grammatically correct sentence. I not only corrected but also reinforced new vocabulary words.

I made a modification to the Skip Counting Poem to make the material more comprehensible for the ESL students. The use of illustrations gives them a clue, a piece to work with when they are searching for meaning in the new language. Later I cut the poem into sections to concentrate on one section at a time. I do not want to overload them with too much written text at one time.

At the end of the lesson I take the ESL students back to the mainstream classroom to share what they have learned. It is very important that the ESL students feel a part of the mainstream classroom, and that
they are learning 3rd grade material. Mixing the students together shows 
group unity, one class. Sharing their work and accomplishments gives the ESL 
students a sense of ownership, and a sense of pride. This is a very important 
piece of the puzzle of learning a new language.
Journal Entry - Group 1

What can you buy with money?

I can buy _________________.

I can buy _________________.

I can buy _________________.

I can buy _________________.

I can buy _________________.
Journal Entry- Group 2

What can you buy with money?

I can buy ________________ with pennies.

I can buy ________________ with ________________.

I can buy ________________ with ________________ and ________________.

I can buy ________________ with ________________ and ________________.
Journal Entry- Group 3

What can you buy with money?

I can buy pizza with quarters, and half dollars.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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The Story of the Coin Press

Pressing On...
Learn More About Coins and Coin Making

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Curriculum Resources

For Students
On-line Activities Off-line Activities

For Reference
Internet Links Bibliography

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"2, 4, 6, 8, 10,12,14,16, 18, 20!"

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Skip count, skip count, count by 5's
Skip count, skip count, count by 5's
We can count to 50.
"5, 10, 15, 20, 25, 30, 35, 40, 45, 50!"

Skip count, skip count, count by 10's
Skip count, skip count, count by 10's
Skip count, skip count, count by 10's
We can count to 100.
"10, 20, 30, 40, 50, 60, 70, 80, 90, 100!"

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http://sln.fi.edu/pieces/knox/skipsong.htm

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Skip counting by 2’s

Fill in the missing numbers.

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Skip counting by 5's

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Skip counting by 10's

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<td>I can count on using_____s.</td>
<td>Modals</td>
<td>Nickels, dimes. Quarters</td>
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<td>I can _____ by __.</td>
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<td>Name value</td>
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<td>The value of my _____ is _____c.</td>
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<td>Write a sentence</td>
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<td>The value of 5 _____ is _____c</td>
<td>Quantification</td>
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Modified Lesson

Lesson 3- Skip Counting with Money

Grade 3 - Content-Based Instruction ESL

Unit Goal: The ESL students will know how to skip count to find the value of a group of coins.

Pre-Production Goals: (Group 1)
- CONTENT OBJECTIVES: Students will skip count with nickels and dimes.
- LANGUAGE OBJECTIVES:
  1. Journal entry-copying
  2. Copying
  3. Pointing
  4. Matching
  5. Answering questions with yes/no or gestures
  6. Fill in the blanks by copying

Early-Production Goals: (Group 2)
- CONTENT OBJECTIVES: Students will skip count with nickels and dimes.
  1. Journal- simple phrase
  2. Copying
  3. Writing amounts
  4. Answering questions- short utterance
  5. Fill in the blanks

Intermediate Goals: (Group 3)
- CONTENT GOALS: Students will skip count with nickels, dimes, and quarters.
- LANGUAGE OBJECTIVES:
  1. Journal entry- write a sentence
  2. Skip count with larger group of coins
  3. Answering questions with simple sentence.
  4. Fill in the blanks
** Teacher note: This lesson is the second part of lesson 2. Skip counting money is being taught separately to lessen the linguistic load of the ESL student.

**Materials:** Journals, coins, overheads, fill in charts

**Sources:** Sample 5 The Mathematics Experience Houghton Mifflin 1994 Boston, Mass.

**Lesson Procedures:**
Write the objective of the day on the board. Today we will learn a quick and easy way to count money, and name it's value. We will learn why skip counting makes it easier to count money.

1) **Review and a Journal Entry**
   Time: 15 minutes
   Journal Topic- What did you learn about skip counting yesterday. I will have the following vocabulary words on the board for reference Skip counting, count, 2's 5's 10's, faster, easier, quicker. I still have the 100's chart on the wall. Remind the students what skip counting is on the 100's chart.
   Ask for volunteers to come up to the 100's chart and show us how to skip count by 5's and 10's. A group 1 student can point to the numbers while the group 2 or 3 student's reads them. "This is a quicker way to count. PAUSE PARAPHRASE Counting by fives is an easier way to count to 50.PAUSE. "I learned that counting by 5's is quick.

Now let them have 10 minutes to draw, and or write.
Group1 - The journal might be drawings and copies words.
Group2- The journal may be copies words and an attempt to write a short phrase.
Group 3- the journal may be an attempt at or a short written sentence.

2) **Counting Money**
   Time 20 minutes

Before you begin this activity make sure each student has their shaded in counting charts from yesterday. (Sample 1)
Teacher begins- Place a set of mixed coins on the overhead projector.
(Sample 2) Ask the students "What do you see here? Allow significant wait
Sample:
Student responds- I see money.
Teacher- What kind of money do you see?
Student- I see coins.
Teacher- Oh I see. Coins yes, what kinds of coins?
Student- I see dimes.
Student- nickels.
Teacher- you see dimes and nickels, anything else?
Student- Nickels, 1, 2, 3, 4, 5, 6 nickels.
Student- I see 10 nickels.
Teacher- yes there are 10 nickels. Let's count together.
Teacher- Is there more than one dime?
Student- 5 dimes.
Student- 5 dimes, and 5 nickels.
Teacher- Yes there are five dimes and 5 nickels, lots of coins. PAUSE There are a lot of different coins. (Point to coins) What else do we see a lot of?
Student- Lots of pennies.
Student- I see ___ pennies.
Teacher- How can we count all this money quickly? PAUSE what is a fast (Gesture) way to count this money?
Look for answers about skip counting.
A fast way to count this money (Point to overhead) is to skip count. PAUSE Skip counting let's us find the value of all this money.

Let's start with the nickels (Point to overhead)(Sample 3)
How many nickels do we see? (10)
What is one nickel worth? (Hold up a nickel) PARAPHRASE what does it equal. What is its value? (5¢)
Let's find a quick way to count find the value of these coins. PAUSE.
Point to overhead.
1 nickel equals 5¢ so I am going to skip count by 5's.
Watch me skip count by 5's. Repeat and ask students to count with you.
What is the value of all the nickels? PAUSE PARAPHRASE What are 10 nickels worth?
Now it is your turn. Give (group 1) five nickels, and (group 2 and 3) 8 to 10 nickels.

Put your nickels in front of you in a line. (Model)

Who can tell me what we are going to do?

Let's count together. Remember to point to the coins. (Gesture)

5, 10, 15, 20, 25, 30, 35, 40, 50.

Turn to your friend and skip count for them. Each partner takes a turn.

Assessment:

Group 1- Give them 5 nickels. Can you show me how to count these coins? Help them point and count if needed.

Group 2- Give them 8 nickels. Tell me how to count these coins. What is the value of these coins? So, what are you doing here? (I am skip counting with nickels.)

Group 3- Give 10 nickels. Show me how to count these coins quickly. What is the value of these coins?

Make anecdotal records. (Sample 4)

Repeat his procedure with dimes.

Repeat this procedure with quarters for Group 3.

3) Group assessments: Information Gap

Make a mixed group of 5 students.

Make sure there is at least one student from every level in each group.

As a group the students will be filling in a chart of missing information.

Each person will have a role. After each turn the jobs will rotate.

Model the procedure with the class with an overhead. (Sample 5)

1st person- Choose a coin please? (Dimes) How many do you want your group to skip count? (4)

Come up to the overhead and fill in box 1 with the word dimes because your group is using dimes.

A dime is worth how much? (Ten cents)

2nd person comes up and fills in the value of a dime in box 2. "1 dime = 10¢, correct.

"Now I need the 3rd person to fill in box 3. How many dimes did we choose? (4)
Person #4 come on up. Here are the overhead coins. Put the dimes in the circles. (Point)
Now lets skip count together and find a value. PAUSE PARAPHRASE how much are these 4 dimes worth. Lets skip count. (Point on overhead) 5,10,15,20. Good, 4 dimes = 40 ¢. Fill in the rest of box 4.
Student # 5 will write the math sentence here. Model writing 4 dimes = 40 ¢. Read together.
Now you will try this with your group. "Fill in the boxes just like we did together." "I will leave this overhead up so you can look at it."

**Note- The last step of writing a sentence may be difficult for the Group 1 students, so the Group 2 and 3 students can help. (SEE NARRATIVE)**

Next turn change jobs and denomination, or amount of coins.

Keep papers for assessment.

Tomorrow we will be learning how to find the value of a mixed amount of coins so send the ESL students home with a sample of tomorrow's lesson. (Sample 6) Tell the students they do not have to do the work unless they think they can.
the groups. Students of different academic backgrounds and levels worked together to achieve a goal. The students of different levels can learn from each other. Students are typically more relaxed when they are sharing information among themselves. More learning will take place if they are working in a relaxed atmosphere.
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</tbody>
</table>

http://www.abcteach.com/Math/hundchart.htm 7/18/04
Counting Money

You can skip count to find out what a group of coins is worth.

(Equals =)

**Skip count by fives (5)**
1 nickel = 5 cents so skip count by 5's

- 5¢
- 10¢
- 15¢
- 20¢
- 25¢

**Skip count by tens (10)**
1 dime = 10 cents so skip count by 10's

- 10¢
- 20¢
- 30¢
- 40¢
- 50¢

**Skip count by twenty-five (25)**
1 quarter = 25 cents so skip count by 25's

- 25¢
- 50¢
- 75¢
- $1.00
- $1.25
Counting Money

You can skip count to find out what a group of coins is worth. (Equals =)

Skip count by fives (5)
1 nickel = 5 cents so skip count by 5's

Skip count by tens (10)
1 dime = 10 cents so skip count by 10's

Skip count by twenty-five (25)
1 quarter = 25 cents so skip count by 25's
Anecdotal Check List

Date _______________

Group _______________

Unit Lesson __________

Objective: Students will correctly skip count with nickels, dimes, and/or quarters and know the value.

<table>
<thead>
<tr>
<th>Students</th>
<th>Nickels</th>
<th>Value</th>
<th>Dimes</th>
<th>Value</th>
<th>Quarters</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skip Counting with Money

How many ? We have 

Glue your coins here then skip count to find their value. (=)

Write your sentence here.
Skip Counting with Money

How many \( \_ \_ \) \( ? \) We have \( \_ \_ \)

Glue your coins here then skip count to find their value. (=)

Write your sentence here.
Help the rabbit.
Count the coins out loud.

Count on.
Write the amount.

1. ______¢ ______¢ ______¢ ______¢ ______¢

2. ______¢ ______¢ ______¢ ______¢ ______¢

3. ______¢ ______¢ ______¢ ______¢ ______¢

4. ______¢ ______¢ ______¢ ______¢ ______¢
Lesson 4
### FUNCTIONAL/NOTIONAL CHART

**Topic:** Skip Counting with Mixed Coins  
**Grade 3 Content-Based Instruction**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULAS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>To know the value of a mixed set of coins.</td>
<td>25,35,45,50 cents</td>
<td>Nouns of measure</td>
<td>Count on</td>
</tr>
<tr>
<td>Name</td>
<td>This is a group of _______ coins.</td>
<td></td>
<td>Adjectives</td>
<td>Mixed Different</td>
</tr>
<tr>
<td>Fill-in</td>
<td>A quarter has the _______ worth.</td>
<td></td>
<td>Comparatives</td>
<td>Greatest Least</td>
</tr>
<tr>
<td>Read</td>
<td>How much did she find?</td>
<td></td>
<td>Interrogatives</td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Mrs. Pig found 25,35,40,50,60 cents.</td>
<td></td>
<td>Titles (Mrs.)</td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson
Lesson 4- Counting With Mixed Groups Time 75 minutes

Grade 3 Content-Based Instruction ESL

Unit Goal: To know the value of a mixed group of coins.

Pre-Production Goals: (Group 1)
- CONTENT OBJECTIVES- students will use skip counting to find the value of a small group of mixed coins.
- LANGUAGE OBJECTIVES
  1) Circle amounts of money
  2) Listen and follow along with read aloud.
  3) Count small groups of mixed coins with manipulatives
  4) Fill in blanks with numbers
  5) Place coins in order from greatest to least value
  6) Work in small group to answer story problems.

Early Production Goals: (Group 2)
- CONTENT OBJECTIVES- Students will skip count to find the value of a mixed group of coins. The students will state the value.
- LANGUAGE OBJECTIVES
  1) Fill in blanks
  2) Listen and follow along in story
  3) Name coins values
  4) Count larger groups of mixed coins
  5) Read parts of word problems
  6) Using short phrases explain orally how problems were solved.

Intermediate Goals: (Group 3)
- CONTENT OBJECTIVES- Students will name the value of a mixed group of coins, and write the value.
• LANGUAGE OBJECTIVES
  1) Name coin values
  2) Listen and follow along in story.
  3) Fill in blanks
  4) Name coins in order greatest to least
  5) Read word problems, read excerpt from story
  6) Write word problems
  7) Count larger groups of mixed coins.
  8) Using simple sentences explain orally how problems were solved.

Materials:
Coins, 1$ bill, Chart paper, pictures, graphs, overheads
Pigs Will be Pigs by Sharon Mcginley-Nally Four winds Press NY 1994
Homework-The Mathematics Experience-Houghton Mifflin 1994 Boston, Mass

Lesson Procedure:

Write the lesson objective of the day on the board for the students to see.
Objective of the day: We are going to learn a quick, easy way to count money. We will read a story and practice counting groups of money. Our class will become a restaurant.

1) Introduction
   Time: 15 minutes
   "I want to buy my lunch at the cafeteria today." Show picture. (Sample 1) I want to buy a hamburger. A hamburger costs $1.45. I reach into my pocket and pull out $1.69. Do you think I have enough money to buy my hamburger? Record the student’s answers on the chart paper. “Why do you think I have enough?” Can you name some of the money I have? Give each student an envelop with 1$, 1 quarter, 3 dime, 2 nickels, and 4 pennies. Give them time to touch, organize and perhaps try to count it. Note answers on the chart paper. Use overhead coins as students are describing how to count. Look for a variety of answers and record on chart paper. Ask Group 1- Can you point to the coins that you think I need to buy a hamburger? Group 2 - Can you tell me the names of the coins you think I need to buy a hamburger? Ask Group 3- Can you tell me how you know I have enough money
or a hamburger? "How would you count this money quickly?" Re-read the answers given from the chart paper. Teacher says, "So we think we can (point to answers from the chart paper) count our money quickly."

2) Practice  
Time: 30 minutes
Put up overhead (Sample 2) "Today we are going to learn to count on with coins to find a quick way to count a mixed group of coins. PAUSE this is a group of mixed coins." PAUSE PARAPHRASE they are not all the same coins, they are different. "What kind of coins do we have up here?"

I am going to read you a story about some pigs that are hungry (rub stomach) but there is no food in the refrigerator. Show page 2 in the book. They want to go to a restaurant to eat. Point to picture on page 20 in the book. Papa pig has just one dollar (hold up a dollar) in his wallet. The pigs look all over the house for money. (Show pages 10, 11, 12, 13, and 14.) At the end of the story they add up all the money they find in the house. We are going to help them find out how much money they found. After reading once straight through re-read and have the students fill in their organizers with the amount of money the pigs are finding. (Sample 3 and 3a) the graph is modified for different level learners. When you read page 4 show the students how to mark the one-dollar bill the father found. Circulate the room and check for accuracy. At the end of the story give the students a few minutes to compare charts and see if they have the same information. "Lets look at page 9 where mom finds money under her bed. Give a copy of this page to each student. (Sample 4) "Lets read this page together". Have all the students underline the information about the money. Have a level 3 student read the underlined sentence. As he/she is reading place the appropriate coins on the overhead.

"How can we count this money quickly? PAUSE. Can anyone tell me an easy way to count this money? Mark answers on chart paper.

"When we count mixed coins it is easier to start with coins that are worth the most. PAUSE Start with the coins of the most value.

"What coins do we have up here? Group 2 or 3

Can you point to the coin that is worth the most? Group 1
What coin comes next, the nickel or the dime? Group 2 or 3
Proceed until all the coins are lined up by greatest to least value.

"Now the coins are in order from worth the most (point to quarter) to worth the least. (Point to penny) PAUSE PARAPHRASE the quarter is worth the most, the penny is worth the smallest amount.
Look up here at the overhead. (Sample 5) Be sure to explain how the chart reads.

"We will start with the quarter. It is worth 25¢. (Point) Next are the nickels. They are worth how much (answer 5¢), so we count by fives. Now the pennies, they are worth how much? (Answer) Watch my finger as I count. 25, 30, 35, 36, 37, 38, 39, 40. "Let's count again this time you count with me." "Make sure you move your finger as you count. (Model on overhead) We found a quick way to count 40¢.

Repeat this procedure with 3 or 4 more sets of mixed coins.

2) Assessment

Time - 30 minutes

Group 1 will work with me.

I will read three word problems that are based on the story. The students will fill in information on their graphic organizer. (Sample 6 and 6a) This group will be organizing coins by greatest worth, skip counting and writing the value of a mixed set of coins.

Group 2 and 3 will mix groups and complete a graphic organizer. (Sample 7) This group will read the 3 word problems to each other, (assist as needed) and fill in the missing pieces of information. Their challenge will be to create a word problem on their own for their group to solve. Save papers foressment.

Homework: for assessment purposes I need to know if individuals understand the concept of counting on with money. This homework assignment will tell me the information I need. (Sample 8)
I immediately began to get the students engaged in the topic of counting money by simulation a real-life situation. Do I have enough money to buy lunch? I presented them with a situation that they deal with during the school day. The story I chose is also an example of a real-life situation. The refrigerator is empty and there is no money to buy food. Children whose 1st language is not English benefit from instruction that includes specific English Language acquisition strategies. They can draw information from real-life experiences. While they are listening to the story they can hear relevant information. A visual focus can raise motivation and help them succeed. I keep them active as I read the story and then present them with word problems based on the story.
milk 7. egg roll 10. sandwich
Sample 2

Mixed Coins
How much money did the Pig family find?

Mr. Pig found

- a one-dollar bill in his wallet, \( \$ 1.00 \)
- a two-dollar bill in his sock drawer, \( \$ 2.00 \)
- and a twenty-dollar bill in his toolbox, \( \$ 20.00 \)

Mrs. Pig found

- two nickels, \( 0.05 \times 2 = \$ 0.10 \)
- five pennies, \( 0.01 \times 5 = \$ 0.05 \)
- and one quarter in her bedroom, \( \$ 0.25 \)
- and a five-dollar bill in the laundry room, \( \$ 5.00 \)
How many dollars did Pig and the piglets find on their hunt?

Pig and the piglets found four quarters, .25 x 4 = $ 1.00

In dimes, .10 x 10 = $ 1.00

The fifty-cent piece, $ .50

And seventeen pennies .01 x 17 = $ .17

In the front-hall closet.

The piglets found six dimes, .10 x 6 = $ .60

The dollar bill, and $ 1.00

Two hundred pennies .01 x 200 = $ 2.00

In their own.

All, the Pigs found fourty-four dollars and seventy-seven cents. $34.67
How much money did the pigs find?

<table>
<thead>
<tr>
<th></th>
<th>Wallet</th>
<th>Mom/Dad Bedroom</th>
<th>Kid's bedroom</th>
<th>Closet</th>
<th>Laundry Room</th>
<th>Basement</th>
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</thead>
<tbody>
<tr>
<td>1$</td>
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<td>Quarters</td>
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<td>Half dollar</td>
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</tbody>
</table>
Mrs. Pig searched the beds, looked under the carpet, in the night table, and in her jewelry box.

"Not too much here," she said to Mr. Pig. "Mostly a lot of dust. But I did find two nickels, five pennies, and one quarter."
| Count by _____ | Count by _____ | Count by _____ |

Line up your coins
Skip Counting With Money- Group 1

Read the problem to the students.

1) The little pig children found money in the car. They found 2 pennies, 3 dimes, and 3 nickels. How much money did they find?

Line up your coins from greatest worth (gesture big) to the least worth (gesture little).

<table>
<thead>
<tr>
<th>Count by tens</th>
<th>Count by fives</th>
<th>Count by ones</th>
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</thead>
<tbody>
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</table>

How much did the pigs find? ______________
The pigs found 43¢. Have students repeat.

2) The next day Mom Pig found 1 quarter, 4 pennies, 4 dimes, and 1 nickel in her pocket. (Gesture) How much money did she find?

3) Papa Pig found 2 quarters, 3 nickels, and 5 dimes in his pocket. (Gesture). How much money did he find?
Skip Counting with Money-Group 1
Practice Sheet

Count by _______  Count by _______  Count by _______

Line up your coins here.
Skip Counting With Money- Group 2 and 3

Students read the following problem.
1) The little pig children found money in the car. They found 2 pennies, 3 dimes, and 3 nickels. How much money did they find?

Line up your coins from greatest worth (gesture big) to the least worth (gesture little).

<table>
<thead>
<tr>
<th>Count by tens</th>
<th>Count by fives</th>
<th>Count by ones</th>
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</table>

How much did the pigs find? ________________

Use your organizer to solve the next problems.

2) The next day Mom Pig found 2 quarters, 4 pennies, 3 dimes, and 1 nickel in her pocket. How much money did she find?

3) Papa Pig found 2 quarters, 3 nickels, and 5 dimes in his pocket. How much money did he find?

4) Write a word problem of your own.
Skip counting with Money-Group 2 and 3
Practice Sheet

Count by ______  Count by _______  Count by _________

Line up your coins
Counting On with Money

Can Arnie buy the swamp grass?
Count out loud to find out.

Count on.
Write the amount.

1. 

_ _¢ _ _¢ _ _¢ _ _¢ _ _¢

2. 

_ _¢ _ _¢ _ _¢ _ _¢ _ _¢

3. 

_ _¢ _ _¢ _ _¢ _ _¢ _ _¢
Can you buy it?  
Ring yes or no.

4.  
Yes  

5.  
Yes  

6.  
Yes  

7.  
Yes  

Randomly separate a handful of dimes, nickels, and pennies into two groups. Ask your partner to tell which group has the greater amount. Take turns.
Checklists
### Unit: Money
### Functions Checklist

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Identify</td>
<td>1</td>
</tr>
<tr>
<td>Repeat</td>
<td>1,2</td>
</tr>
<tr>
<td>Request</td>
<td>1</td>
</tr>
<tr>
<td>Answer</td>
<td>1,2</td>
</tr>
<tr>
<td>Describe</td>
<td>1</td>
</tr>
<tr>
<td>Skip Count</td>
<td>2,3</td>
</tr>
<tr>
<td>Explain</td>
<td>2</td>
</tr>
<tr>
<td>Count on</td>
<td>3,4</td>
</tr>
<tr>
<td>Point</td>
<td>3</td>
</tr>
<tr>
<td>Write</td>
<td>3,4</td>
</tr>
<tr>
<td>Read</td>
<td>3,4</td>
</tr>
<tr>
<td>Fill in</td>
<td>4</td>
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</tbody>
</table>
# Unit: Money

## Grammar Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasal verb</td>
<td>1</td>
</tr>
<tr>
<td>Present tense</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Noun</td>
<td>1</td>
</tr>
<tr>
<td>Interrogatives</td>
<td>1,4</td>
</tr>
<tr>
<td>Modals</td>
<td>1,3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Nouns of measure</td>
<td>2,4</td>
</tr>
<tr>
<td>Verb &quot;to be&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Verbs</td>
<td>2</td>
</tr>
<tr>
<td>Possessives</td>
<td>3</td>
</tr>
<tr>
<td>Quantification</td>
<td>3</td>
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<tr>
<td>Comparatives</td>
<td>4</td>
</tr>
<tr>
<td>Titles</td>
<td>4</td>
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</tbody>
</table>
FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td></td>
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<tr>
<td>I.1.b Model (Instructions, Processes)</td>
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<tr>
<td>I.2. Activate Background Knowledge</td>
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</table>

<table>
<thead>
<tr>
<th>II. Make Text Comprehensible</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1. Graphic Organizers</td>
<td>Sample</td>
<td>Sample</td>
<td>Sample</td>
<td>Sample</td>
<td>Sample</td>
</tr>
<tr>
<td>II.2. Develop Vocabulary</td>
<td>Sample 1</td>
<td>Sample 2</td>
<td>Sample 3</td>
<td>Sample 4</td>
<td>Sample 5</td>
</tr>
<tr>
<td>II.3. Simplify Written Text</td>
<td>Sample A</td>
<td>Sample B</td>
<td>Sample C</td>
<td>Sample D</td>
<td>Sample E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Make Talk Comprehensible</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td>Sample F</td>
<td>Sample G</td>
<td>Sample H</td>
<td>Sample I</td>
<td>Sample J</td>
</tr>
<tr>
<td>III.2. Frame Main Ideas</td>
<td>Sample K</td>
<td>Sample L</td>
<td>Sample M</td>
<td>Sample N</td>
<td>Sample O</td>
</tr>
<tr>
<td>III.3. Pace Teacher’s speech</td>
<td>Sample P</td>
<td>Sample Q</td>
<td>Sample R</td>
<td>Sample S</td>
<td>Sample T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Engage: Opportunities for Output</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>Sample U</td>
<td>Sample V</td>
<td>Sample W</td>
<td>Sample X</td>
<td>Sample Y</td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Information gap activities)</td>
<td>Sample Z</td>
<td>Sample AA</td>
<td>Sample AB</td>
<td>Sample AC</td>
<td>Sample AD</td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as researchers</td>
<td>Sample AE</td>
<td>Sample AF</td>
<td>Sample AG</td>
<td>Sample AH</td>
<td>Sample AI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Engage at Appropriate Language Proficiency Levels</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.1. Use questions appropriate for language levels</td>
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<td>Sample AK</td>
<td>Sample AL</td>
<td>Sample AM</td>
<td>Sample AN</td>
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<td>V.2. Assign appropriate tasks for varying levels</td>
<td>Sample AO</td>
<td>Sample AP</td>
<td>Sample AQ</td>
<td>Sample AR</td>
<td>Sample AS</td>
</tr>
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<tr>
<th>VI. Literacy/Academic Development</th>
<th>Lesson 1</th>
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<td>VI.1. Allow use of L1 for planning and conceptualizing</td>
<td>Sample AT</td>
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<td>VI.2. Lots of real oral and written language</td>
<td>Sample Ay</td>
<td>Sample Az</td>
<td>Sample B</td>
<td>Sample C</td>
<td>Sample D</td>
</tr>
</tbody>
</table>

**Page Numbers and any other identifying features:**
Original Lessons
Introducing the Chapter

Encourage students to talk about how they manage money.
Review the math content students will learn in the chapter.

WHY LEARN THIS?
The question "Why learn this?" will be answered in every lesson. Sometimes there is a direct application to everyday experiences. Other lessons help students understand why these skills are needed for future success in mathematics.

PRETEST OPTIONS

Pretest for Chapter Content See Test Copying Masters pp. A23-A24 for the multiple-choice tests or pp. B171-B172 for the free-response tests that can be used as a pretest.

Assessing Prior Knowledge Use the copying master shown below to assess previously taught skills that are critical for success in this chapter.

Assessing Prior Knowledge Copying Masters, p. 9

Troubleshooting

If students need help Then use
- SUBTRACTING THREE-DIGIT NUMBERS - Practice Activities, TE Tab B, Activity 6B

SCHOOL-HOME CONNECTION

You may want to send to each student's family the Math at Home page. It includes an article that stresses the importance of communicating about mathematics in the home as well as helpful hints about homework, taking tests, and vocabulary. The activity and extension provide extra practice that develops concepts and skills involving money.

DID YOU KNOW...

One hundred years ago most families bought fabric and sewed their own clothes.
Lesson 1
Identifying Values of Money

Look at the money Joey took out of his pocket.

<table>
<thead>
<tr>
<th>Penny</th>
<th>Nickel</th>
<th>Dime</th>
</tr>
</thead>
<tbody>
<tr>
<td>1¢ or $0.01</td>
<td>5¢ or $0.05</td>
<td>10¢ or $0.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Half dollar</th>
<th>Dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td>25¢ or $0.25</td>
<td>50¢ or $0.50</td>
<td>100¢ or $1.00</td>
</tr>
</tbody>
</table>

Gloria took some money out of her pocket. How much money does she have?

$166

GUIDED PRACTICE

Write the value in two ways.

1. $0.53
2. $0.70
3. $0.94

Gloria has $1.66.

ASSIGNMENT GUIDE

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<th>RESOURCES</th>
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<td>Practice Worksheet 16</td>
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<td>Reteaching Worksheet 16</td>
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<td>Enrichment Worksheet 16</td>
</tr>
<tr>
<td>Problem-Solving Strategy Resources</td>
</tr>
<tr>
<td>Strategy Master 6</td>
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</table>
Planning at a Glance

Objective
find the value of a group of coins

Optional Resources
- TAB, TE pp. 40E–40F, 40J
- Problem of the Day, p. 13; Flip Chart, p.13b
- Enrichment 2.11

Students Acquiring English
help with the meaning of pattern, draw a repeating pattern shapes and ask what the next shape will be. Ask pairs of students to draw patterns using shapes or numbers, exchange them, and complete the pattern.

Problem of the Day
Mary takes 6 coins to a carnival. He has no half-dollars or pennies, he has 1 quarter. If his favorite carnival games costs 10¢ per turn, is the greatest number of tries he can take?

Most, he could have 1 quarter and 5 dimes, or 75¢; he can at most 7 tries.

Introduce
Prior Knowledge
Skip-count by 5's from 10 to 100. 10, 15, 20, and so on
Teach: Here's A Way! Emphasize these points.
When skip-counting coins, order them from greatest to least value.
The same money amounts can be shown by different groups of coins.

Show What You Know
Suggest that students count the coins in a different order. Is the answer the same? Is it easier or more difficult?

Common Error
Some students may not skip-count correctly using coins of different values. Have them start counting with coins of the greatest value first.

Work It Out!
• Discuss with students why it's easier to begin counting with coins of the greatest value first.
• Encourage students to see how skip-counting by nickels and quarters changes the digit in the ones place.

Summarize
• Remind students that they can skip-count and count on to find the value of coins.
• Reemphasize that different coin combinations can show the same money amount.

Ongoing Assessment
Which group has the greater amount: 4 dimes or 50¢?
Which two coins together have the same dime? 2 nickels are equal to 10¢; a dime is 10¢.

Math Journal: Communicate
Ask students to answer this question in their own words: Which two coins together have the same dime? 2 nickels are equal to 10¢; a dime is 10¢.

Suppose you and two friends want to buy tickets for a 50¢ carnival ride. You each have some money. Is it enough? How can you check?
**Objective**
- Find the value of a group of coins

**Optional Resources**
- **TAB, TE pp. 40E-40F, 40J**
- **Problem of the Day, p. 13; Flip Chart, p. 13b**
- To meet individual needs, use Unlocking Whole Numbers 3-5, Level 3, Activity 3.

**Students Acquiring English**
Help with the meaning of pattern, draw a repeating pattern shapes and ask what the next shape will be. Ask pairs of students to draw patterns using shapes or numbers, exchange them, and complete the pattern.

---

**Problem of the Day**
Tony takes 6 coins to a carnival. He has no half-dollars or pennies, he has 1 quarter. If his favorite carnival game costs 10¢ per turn, it is the greatest number of tries he can take?

Most, he could have 1 quarter and 5 dimes, or 75¢; he can at most 7 tries.

---

### Introduce

**Prior Knowledge**
Skip-count by 5's from 10 to 100, 10, 15, 20, and so on.

**Each: Here's A Way!**
> Intensize these points.

When skip-counting coins, order them from greatest to least value.

The same money amounts can be shown by different groups of coins.

**Modeling**
Model the example. Ask:
- How many quarters are there in 50¢? 2
- How many dimes? 5
- How many nickels? 10
- What other coin combinations equal 50¢? 4 dimes and 2 nickels, 3 dimes and 4 nickels, and 2 dimes and 6 nickels.

### Develop

**Show What You Know**
Suggest that students count the coins in a different order. Is the answer the same? Is it easier or more difficult?

**Common Error**
Some students may not skip-count correctly using coins of different values. Have them start counting with coins of the greatest value first.

**Work It Out!**
- Discuss with students why it's easier to begin counting with coins of the greatest value first.
- Encourage students to see how skip-counting by nickel value makes sense and the 50¢ is divided into 5 nickels.

**Math Journal: Communicate**
Ask students to answer this question in their journals:
Which two coins together have the same value as a dime? 2 nickels are equal to 10¢; a dime is equal to 10¢.

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### Summarize

- Remind students that they can skip-count and count on to find the value of a group of coins.
- Reemphasize that different coin combinations can show the same money amount.

**Ongoing Assessment**
Which group of coins has the greater amount: 4 dimes or 7 nickels?

**Talk About It!**
Skip counting by 25, 10, and 5. You can use skip-counting patterns instead of adding. What counting patterns do you use when you count the coins? How do the patterns make counting the coins easier?
Joni Jacobs

November 27, 2000

Instructional Design Product

Introduction:

This one-hour lesson would follow lessons targeting the classification of money. This lesson will require the learners to use previously learned skills to count a mixed set of coins and write it’s value correctly.

Instructional Goals:

Students will be able to count and write the value of a set of mixed coins using a dollar sign and decimal point.

Performance Objectives:

Given a set of mixed coins not to exceed $2.00(CN) count the value of coins and write the value using a dollar sign and decimal point (B) correctly (CR).

Step 1 Given a set of mixed coins sort coins into like groups based on value correctly.

Step 2 Given a set of mixed coins count all groups of like coins by skip counting correctly.

Steps 3 Given a set of mixed coins write the value using a dollar sign and decimal point.

Instructional Materials:

- Pretest
- Posttest
- Manipulative money pieces, (1 set per student)
- Overhead money pieces for instructor(for modeling)
- Practice Activities

One-hour Lesson

Preinstructional Activities

http://www.ccboe.com/barnhart/jacobweb/idmoney/idmoney.htm

7/24/04
a. Motivation: Give students real live situations where counting money in needed. (At the store you want to buy something-do you have enough?) (How much money do you have to spend?)

b. Objectives: Inform students that they will be able to write the value of a set of mixed coins using a dollar sign and decimal point.

c. Give Pretest
d. Entry behaviors:

- Students will have demonstrated their ability to:
- Identify the names and value of a penny, nickel, dime, quarter, half-dollar and dollar bill
- Sort items based on characteristics
- Skip count by 50, 25, 10, and 5

Step 1 Given a set of mixed coins sort coins into like groups based on value correctly.

Information:

Instructor will model and think out loud while using the overhead coins to demonstrate how a set of mixed coins can be sorted into like groups. The students will be asked to assist instructor after first example.

Examples:

1. 4 Quarters, 2 Dimes, 3 pennies
2. 1 Half-dollar, 3 nickels, 1 penny
3. 1 quarter, 3 dimes, 5 nickels, 6 pennies
4. 4 quarters, 2 dimes, 3 nickels

Student Participation:

Instructor will put a set of mixed coins of the overhead. Students will then use their coins to sort them into like sets based on value.

1. 2 quarters, 3 dime, 1 nickel
2. 1 quarter, 5 dime, 4 nickels, and 7 pennies

Feedback:

Instructor will monitor students’ progress through observation.

Step 2 Given a set of mixed coins count all groups of like coins by skip counting correctly.

Information:

Instructor will then use a previous example to model and think aloud how to count each group by skip counting and add each group to the next. Instructor will model the process: count the largest coin value group and work down to the smallest.

http://www.ccboe.com/barnhart/jacobweb/idmoney/idmoney.htm 7/24/04