

5E Lesson Plan

Estimated Time: 85 minutes

Grade Level: Grade 2	Subject: Mathematics	Area of Focus: <i>Introduction</i> to U.S Coins
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Materials:

- *Making Cents* by Elizabeth Keeler Robinson
- Manipulatives (coins)
- White Board
- Pencil and eraser
- *Money Tree* Worksheet
- *Practice 1* Worksheet
- *Practice 3* Worksheet
- Crayons
- Scissors
- Glue Sticks

Standards:

- 1.MD.D.5
 - Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems (up to 100¢).

Learning Objectives:

Students will be able to...

1. Distinguish between all U.S coins based on their physical attributes
2. Classify U.S coins by name (i.e penny, nickel, dime, & quarter)
3. Identify the values of all U.S coins

Key Vocabulary:

- Value
- Penny
- Nickel
- Dime
- Quarter
- Cents

Differentiation Strategies:

Students will have an opportunity to work in pairs during *Money Tree* activity. Students who need extra assistance will be placed in a small group to work with a teacher or paraprofessional. They will also be

provided with manipulatives. Students who excel and complete the activity before the time expires will have an opportunity to partner up and play with manipulatives. Students who need extra time will be provided with that during assessment time.

Engagement (20 minutes):

Teacher will introduce the concept of coins by reading the book *Making Cents* by Elizabeth Keeler Robinson. Teacher will stop to reiterate the author by saying things such as:

- A penny is a copper-colored coin
- A nickel is shiny silver coin, bigger than a penny
- A dime is the smallest silver coin
- A quarter is the biggest silver coin

and asking questions such as:

- What is the value of a penny?
- What is the value of a nickel?
- What is the value of a dime?
- What is the value of a quarter?

Exploration (20 minutes):

Teacher will use manipulatives.

- He/she will hold up each coin one at a time and ask students to identify them. This will be done multiple times.
- He/she will then hold up each coin one at a time and ask students to identify their values.
- Students will be given the opportunity to work with manipulatives in partnerships on the rug.

Explanation (15 minutes):

Teacher will place 4 columns on the board (penny, nickel, dime & quarter) and invite students to the board individually to categorize a manipulative and explain their reasoning behind the placement.

Elaboration (15 minutes):

Students will be invited to work in partnerships to complete *Money Tree* worksheet.

Evaluation (15 minutes):

Students will complete *Practice 1* worksheet and *Practice 3* worksheet independently. When the time has expired, students will hand their worksheet to their teacher for assessment.