

## CORRESPONDING FIRST GRADE NEXT GENERATION LEARNING STANDARDS

**NY-1.MD - Measurement and Data:** Tell and write time and money.

- **3b.** Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
- **3c.** Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).


### LESSON 1

#### Goals:

- Recognize and identify coins
- Know the value of each coin

#### Slides:

 1st Grade Money Lesson 1

- ☐ **Print**  Money Bingo Board.pdf
- ☐ **Gather counters** for Bingo (~10 per student)

#### Warm-up: Notice & Wonder (10 - 15 minutes)

- Ask: *What do you notice? What do you wonder?*
- Give students 30 seconds - 1 minute of think time
- Tell students to turn-and-talk and share something they notice or wonder with their partner
- Collect responses from students and record their thinking on the board
- Listen for students using correct coin names (penny, nickel, dime, quarter) and/or identifying the value of the coins - these are important to record on the board
- Share the information on the corresponding slides - coin name, its value, and facts about the president on the coin (this is not necessary, but might be interesting)

#### Activity 1: What's the coin's name? What is its value? (5 minutes)




- Show each slide
- Have students share the coin name and its value
- You can structure this in a way that makes sense to you and for your class:
  - Students tell their partner
  - Students call out the name/value together when prompted
  - Students write their thinking on a white board (this might take too long...)

#### Activity 2: Money Bingo (15 - 20 minutes)

- Each student gets their own Money Bingo Board and some counters
- You show one slide at a time and read the card
- Students can cover any spot on their board that matches
- They call out "Bingo!" when they have 4 in a row (vertically, horizontally, or diagonally)
- Repeat as you wish
- Note: the last four cards are the trickiest

#### Lesson Synthesis (5 minutes)

- Turn-and-talk and then share out whole group: *Have you ever used these coins in your life outside of school? When might we use them?*

<h1>LESSON 2</h1>	<b>Goals:</b> <ul style="list-style-type: none"> <li>- Count a mixed collection of dimes and pennies and determine the cent value</li> <li>- Use the cent symbol (¢) appropriately</li> </ul>
<b>Slides:</b>  1st Grade Money Lesson 2	<div> <input type="checkbox"/> <b>Print:</b> <ul style="list-style-type: none"> <li> How Much Money?</li> <li> What's the Value?</li> </ul> </div> <div> <input type="checkbox"/> <b>Put a mix of dimes and pennies in cups</b> (you will need 1 cup per partnership) </div>
<p><b>Warm-up: Which One Doesn't Belong? (7 - 10 minutes)</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>Which one doesn't belong and why?</i></li> <li>- Give students 30 seconds - 1 minute of think time</li> <li>- Tell students to turn-and-talk and share their thinking</li> <li>- Collect responses from students and record their thinking on the board</li> <li>- Listen for students using correct coin names (penny, dime) and/or identifying the value of the coins - these are important to record on the board</li> <li>- Some possible responses: <ul style="list-style-type: none"> <li>- A doesn't belong because it's the only one that has ONE thing instead of ten</li> <li>- B doesn't belong because it's the only one with a ten frame; the dots are organized horizontally</li> <li>- C doesn't belong because it's the only one that looks disorganized</li> <li>- D doesn't belong because it's the only one without circles</li> </ul> </li> </ul> <p><b>Activity 1: How Much Money? (15 - 20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students will work in groups of 2 (or 3 if that works better for your class)</li> <li>- Each group gets a cup with some coins in it (a mix of dimes and pennies)</li> <li>- They work together to figure out how much money they have in their cup</li> <li>- Then, they each show their thinking on their paper and record their answer using the cent symbol</li> <li>- When they finish, they switch cups with another group and repeat</li> <li>- Cups can be differentiated - some may have fewer coins than others</li> <li>- While students are working, monitor for students who are: <ul style="list-style-type: none"> <li>- Organizing the dimes and pennies</li> <li>- Counting the dimes and pennies separately and then putting them together (5 dimes is 50, 3 pennies is 3, that's 53)</li> <li>- Counting the dimes first and then counting on (10, 20, 30, 40, 50, 51, 52, 53)</li> <li>- Representing their thinking in an organized way</li> </ul> </li> <li>- These will be the students who share during the synthesis</li> <li>- During the activity synthesis, have a few groups share how they counted or how they represented their thinking. See questions on slides to ask during synthesis.</li> </ul> <p><b>Activity 2: What is the value of the coins? (10 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students work independently to find the value of the coins and write it on the line, using the cent symbol</li> <li>- Early finishers can compare their answers with a partner and make revisions as needed</li> </ul> <p><b>Lesson Synthesis (5 minutes)</b></p> <ul style="list-style-type: none"> <li>- Turn-and-talk and then share out whole group: <i>How can we use what we know about place value to help us find the value of coins?</i></li> </ul>	

<h1>LESSON 3</h1>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>- Recognize and identify coins and their value</li> <li>- Count a mixed collection of dimes and pennies and determine the cent value</li> <li>- Use the cent symbol (¢) appropriately</li> </ul>
<p><b>Slides:</b></p> <ul style="list-style-type: none"> <li>1st Grade Money Lesson 3</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Print:</b> <ul style="list-style-type: none"> <li>Money Story Problems</li> <li>How Much Money? (for centers)</li> </ul> </li> <li><input type="checkbox"/> <b>Gather</b> dimes, pennies, and connecting cubes in sticks of ten</li> <li><input type="checkbox"/> <b>Gather cups</b> with dimes &amp; pennies from yesterday</li> <li><input type="checkbox"/> <b>Gather Money Bingo</b> boards and counters from day 1</li> </ul>
<p><b>Warm-up: Money Number Talk (7 - 10 minutes)</b></p> <ul style="list-style-type: none"> <li>- Show one set of coins at a time</li> <li>- Ask: <i>How much money is there? How do you know?</i></li> <li>- Give students 30 seconds - 1 minute of think time and ask them to hold up their thumb in front of their chest when they're ready to share their thinking</li> <li>- Have students share out strategies for each set of coins and record their thinking on the board as necessary</li> <li>- Listen for students skip counting (10, 20, 30) and for students who are thinking about groups of tens and ones and making a connection to place value (3 dimes is 3 tens which is 30)</li> </ul> <p><b>Activity 1: Money Story Problems (15 - 20 minutes)</b></p> <ul style="list-style-type: none"> <li>- Students will work in groups of 2 (or 3 if that works better for your class)</li> <li>- They work together to solve each story problem</li> <li>- They should show their thinking on one paper, and if needed, you might encourage them to switch who is writing after each problem</li> <li>- When they finish, they can write a money story problem for another group to solve</li> <li>- Make sure students have access to dimes, pennies, and connecting cubes (in tens)</li> <li>- While students are working, monitor for students who are:             <ul style="list-style-type: none"> <li>- Representing the problems with dimes and pennies</li> <li>- Representing the problems with cubes in sticks of ten and ones or base ten drawings</li> <li>- Counting the dimes and pennies separately and then putting them together (7 dimes is 70, 5 pennies is 5, that's 75)</li> <li>- Counting the dimes first and then counting on (10, 20, 30, 40, 50, 60, 70, 71, 72, 73, 74, 75)</li> <li>- Representing their thinking in an organized way</li> </ul> </li> <li>- These will be the students who share during the synthesis</li> <li>- During the activity synthesis, have a few groups share how they counted or how they represented their thinking. See questions on slides to ask during synthesis.</li> </ul> <p><b>Activity 2: Center Choice Time (10 - 15 minutes)</b></p> <ul style="list-style-type: none"> <li>- Either let students choose an activity, or choose for them based on needs</li> <li>- Choice 1: How Much Money? (introduced in Lesson 2)</li> <li>- Choice 2: Money Bingo (introduced in Lesson 1)</li> <li>- If there are students who did not finish their Money Story Problems, that could also be an option</li> </ul> <p><b>Lesson Synthesis (5 minutes)</b></p> <ul style="list-style-type: none"> <li>- Turn-and-talk and then share out whole group: <i>What is a strategy you have learned this week to help you count money?</i></li> </ul>	