



BETHANY

LUTHERAN COLLEGE

Instructor's Name: Morgan Schwarz

Subject: Mathematics

Grade: 1st Grade

Title of Lesson: Quarters (6.9)

Standard(s) the Lesson will Address: Type out the source, number, and the text of the [standard \(s\)](#) addressed in this lesson

- 1.3.2.3 Identify pennies, nickels, and dimes; find the value of a group of these coins, up to one dollar.

Objective: State the **CONDITION**, the **BEHAVIOR**. Label in () the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. **DO NOT** make every condition “at the conclusion of the lesson..”

- At the completion of the lesson, students will be able to correctly identify a quarter and its value. (Cognitive)
- During the lesson, students will be able to calculate the value of combinations of quarters, dimes, nickels, and pennies to 75% accuracy. (Psychomotor and Cognitive)
- At the completion of the lesson, students will be able to accurately make exchanges between coins to have an equal amount of coins (Psychomotor and Cognitive)

Shared Learning Target: State the objective as a shared learning target (I can....)

- *I can identify a quarter, know its value, and be able to calculate the value of combinations of coins (quarters, dimes, nickels, and pennies).*

DIFFERENTIATION (if applicable) and ACCOMMODATIONS:

Differentiating **FOR:** ___readiness ___interest ___X__learning style

Differentiating **IN:** ___content ___process ___product ___X__environment

- BE will be provided opportunities for sensory breaks and for movement (large motor/heavy lifting) prior to instructional periods to help with self-regulation and attending issues
 - Assisting with material distribution, collection of materials, etc.
- LH will be provided visual supports (daily schedule, visual reminders of rules), to promote an understanding of school expectations, increase the ability to self monitor behaviors and assist in anticipating upcoming activities.
 - Visual examples on SmartBoard
 - Colors to aid in understanding
- LH will be provided preferential seating within the classroom by the classroom teacher

- Desk is placed in the front of the classroom close to the door, whiteboard, Smartboard
- Easy access to paraprofessional

Materials Needed: (IF differentiating using materials, indicate which flexible group will be using the materials)

- Math Journal (p. 126-127)
- Tool Kit (Coins)
- Whiteboards, markers, erasers
- Pre-Assessment Half Sheet
- COIN WAR cards

Vocabulary:

Academic: Language needed by students to do the work in schools.

- value
- exchange

Content: Language the students need to learn to apply the content.

- quarter

Anticipatory Set: How will you get the students ready and/or excited to accept instruction?

- <https://www.youtube.com/watch?v=dq6rTT8RmzY> (1:20)

Pre-Assessment Plan (if any): Pre-assessments help you to determine what students already know and bring to the lesson content.

- Pre-Assessment Half Sheet

Guided Practice (Formative Assessment):

- SmartBoard Work (Whole Group)
- Math Journal (p. 126)

Input: (SCRIPTED):

1. Complete a math timing (Monday's and Wednesday's ONLY)
 - a. Distribute timings, set timer for 1 minute and 30 seconds, collect, and correct during prep time.
2. Instruct students to get out the following materials: whiteboards/erasers
 - a. Ask the substitute (classroom helper) to hand out dry erase markers to each student)
3. Show Youtube video: Quarteriffic (see anticipatory set) --

<https://www.youtube.com/watch?v=dq6rTT8RmzY>
 - a. Distribute tool kits to each student during the video
4. Distribute pre-assessment half sheet
 - a. Instruct students to do this independently so I am able to gauge where students are at.
5. Slide 1: *Today you will be able to solve addition and subtraction problems through counting coins including the QUARTER!*
6. Slide 2: Math Message -- Instruct students to show two different ways on their whiteboards to make 25 cents using dimes, nickels, and pennies.

- a. Allow students to show their different ways to the class.
7. Slide 3: Mental Math -- Fernando had 45 cents in his piggy bank. His father gave him 25 cents for walking the dog. How much did Fernando have then?
 - a. Draw 45 cents and 25 cents on the board. Instruct students to find the TOTAL amount.
 - i. Stress that his father gave him MORE money so they will be ADDING.
8. Slide 4: Mental Math -- Rose wants to buy a new jump rope for \$1.00. She has saved 70 cents. How much more money does Rose need?
 - a. Draw \$1.00 and 70 cents on the board. Instruct students to find how much MORE money Rose needs.
 - i. Stress that she NEEDS more money so we will be SUBTRACTING.
9. Slide 5: Instruct students to get out a quarter out of their tool kit. Give them time to look at it and examine it. What do they notice? Who is on the quarter? What is on the back of the quarter?
 - a. Read fun facts about quarters on the SmartBoard
10. Slide 6: Instruct students to raise a quarter in the air. Before we count, let's estimate, or guess, how much money we have as a class right now.
 - a. Write the estimate on the board.
 - b. Calculate the total amount of money we have as a class.
 - i. What are some things we can purchase for about the total amount that we have?
 1. Write some answers on the board.
11. Slide 7: Call upon 2 students to come to the front with a quarter, 2 students to come to the front with a dime, 1 student to come to the front with a nickel, and 2 students to come to the front with a penny.
 - a. Have students form a line with the quarters at the left end of the line, followed by the dimes, nickels, and pennies.
 - b. Tap each student on the head and as a class count the value of the coins together.
12. Slide 8/9: Instruct students to write the answers to the value of coins shown on the SmartBoard. Review as a class.
13. Slide 10: Pair students up and assign a location in the room for students to play COIN WAR. Review the rules with the students prior to playing.
 - a. Deal out the entire deck face down.
 - b. Both players turn up a card from on top of their deck and say the amount of money on their own card.
 - c. Player with the higher amount wins both cards.
 - d. If it is a tie, then turn up the next set and the winner of those takes all
14. As students finish their game of COIN WAR, instruct students to return to their desk and complete their Math Journal (p. 126).
15. As students finish p. 126, if time allows, instruct students to continue to work on p. 127 in their math journal.

Closure: (SCRIPTED)

- As you finish working, I am going to review with you the values of each coin through a video you all seem to enjoy: <https://www.youtube.com/watch?v=aajLkveG750> (3:05)

Independent Practice/Summative Assessment: (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

- Continuation of chapter
 - Chapter test to be completed at the end of the chapter
- Homework (HomeLinks)