

Name: Betty Kincannon

Grade Level: 1st Grade

Cover Sheet for November 18, 2006

My lesson plan on Nickel/Penny Grab fits the Math-Ese Workshop objectives because it uses real coins for the students to manipulate to enhance their understanding of counting money. By journaling as they play the game, the students are developing their ability to record what they have done and are increasing their reflective practice ability.

Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Nickel/Penny Grab

Objectives:

Students will be able to tell the value of a penny and of a nickel.

Students will be able to compare the value of two sets of coins and determine the set with the most value.

Students will practice counting sets of coins that have pennies and nickels in them.

Objectives (P.A.S.S.):

Standard 4: Geometry and Measurement

2. Measurement

b. Identify and name the value of pennies, dimes, nickels, and quarters.

Materials: 20 pennies and 10 nickels per two students

Math Journal

Pencil

Introduction:

Review previously taught information on nickels and pennies by having students identify a penny and its value. Also, have students identify a nickel and tell its value. Review the process of counting money to determine the value of a set of coins with the class by doing a few examples on the board. (Draw 2 nickels and 7 pennies on the board and determine the value of that set of coins)

Instruction Process:

1. Have students get their math journals or a sheet of paper and set up their page in this manner:

I grabbed ____ nickels and ____ pennies.
I have ____ cents.
My partner grabbed ____ nickels and ____ pennies
My partner has ____ cents.
_____ has more.

2. Instruct the students that they will get with a partner to play Nickel/Penny Grab. Go over the instructions for the game and model how the game is played. The instructions are as follows: One of the two children grabs a handful of coins and the other one gets what is left. Together they find the value of each one's coins to see whose "grab" is worth more. Each time they play they take turns grabbing first.
3. Have each group of two students get 20 pennies and 10 nickels.
4. Have the two of them mix all their coins together (the 20 pennies and 10 nickels) and play the game. As they play they fill in their journals. They will have to set up their page each time they play.

Closure:

Bring the class back together as a whole group. Let volunteers demonstrate how to count a set of coins containing nickels and pennies.

Assessment:

Observe students as they work with their partners to determine if they are able to count the money correctly. Check their journals for correctness.

Modifications:

Special needs students may play the game with fewer coins or with just pennies. More advanced students may use more coins or add dimes and/or quarters.

Reflection:

Most of my students were able to play this game successfully. The most difficult thing for them was the journaling. They had trouble getting their information and their partner's information in the correct place. I think this is because they would do one of the journals and then copy it onto the other. This made it where one of them had the information in the incorrect place. (They would both have "I had 25 cents." and "My partner had 45 cents.") Once they began to read carefully and think about what they were doing they were able to overcome this problem. I believe this game has helped my students be able count money more successfully.