

# LEARNING PLAN

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<p><b>Exploratory Activities</b> Students and teacher will bring coins from around the world to start a discussion about money. Book: Let's find about money, by Kathy Barabas. Book: Why Money Was Invented, by Neale S. Godfrey. Explore real coins (pennies, nickels, dimes and quarters) with a magnifying lens. Look at the details, color, size, values and symbols. Sort real coins by color, size, values and symbols on worksheet. (worksheet attached) Color the coins on the worksheet and make your own book of coins.</p>	<p><b>CONCEPT</b> Money</p>
<p><b>Concept Development Activities</b></p> <p><b>1. Penny</b> 1a. Sort pennies by heads and tails. (using the Venn Diagrams) 1b. Game: <u>Heads and Tails</u> (instructions attached). 1c. Students will make a graph using the information from the previous game. Using stamps they will record the information on the graph. 1d. Book: Benny's Pennies, by Pat Brisson. 1e. Center Activity: "La tiendita" (The Store). In this activity two students will be the cashiers and two the shoppers. Each shopper will have a Ziploc bag with 10 pennies. Each item will have a price tag from \$1 to \$10.</p> <p><b>2. Nickel</b> 2a. Game: <u>Nickel Toss</u>. (Everyday Counts p.108) 2b. Counting Nickels. (instructions attached) 2c. Book: The Coin Counting Book, by Rozanne Lanczak Williams. 2d. Grouping Ones And Get A Nickel. (instructions attached) 2e. Counting Pennies and Nickels (instructions attached)</p> <p><b>3. Dime</b> 3a. Memory Game (instructions attached) 3b. Grouping Fives And get A Dime (instructions attached) 3c. Comparing coins by feel (Pennies, Dimes). Everyday Math Teacher's Activity Book, p.184. 3c. Book: Alexander, who used to be rich last Sunday, by Judith Viorst. 3d. Bank Five. RUSMP 2005, p. N172-173-174</p> <p><b>4. Quarter</b> 4a. Introduction of a Quarter (Art Connection). Everyday Math Teacher's Activity Book, p. 240. 4b. Where the Sidewalk Ends, by Shel Silverstein 4b. Rolling for Coins. Time &amp; Money, p. 45 4c. Grocery Store Coupons (instructions attached).</p> <p><b>5. Pennies, Nickels, Dimes and Quarters</b> 5a. Value of Words. RUSMP 2005, p.N175 – 176 5b. Ways to Make a Dollar. RUSMP 2005, p.N177 5c. Pattern Block Toy Factory. The Super Source, p.51, 94. 5d. Counting coins. (See instructions attached) 5.e Race to a dollar (See instructions attached)</p>	<p><b>Materials and Resources</b> Pencils, white paper, erasers, markers, crayons, scissors, glue, die, spinner, game boards, paper cube, money posters, real coins, play coins, overhead coins, Venn Diagram plastic circles (one red, one blue, one yellow), pattern blocks, magnifying lens, Ziploc bags, money stamps, money stickers, feeling box, grocery store coupons, sentence strips, tape recorder, computer, overhead projector. <u>Kindergarten Teacher's Guide. Everyday Counts</u>, Ardell. Gillespie. Kanter, p.108 <u>Matemáticas Mi Ventaja Recursos de Enseñanza</u>, Harcourt Brace, p. R26, R27, R28, R29, R42. <u>Everyday Mathematics Kindergarten Teacher's Activity Book</u>, p. 184, 240. <u>Pattern Blocks, The Super Source</u>, grades K-2. ETA Cuisenaire, p. 51, 94. <u>Best Ever Activities for grades 2-3. Time and Money</u>. Scholastic, p. 27, 29, 32, 45. <u>The Coin Counting Book</u>, Rozanne Lanczak Williams. <u>"Smart" in Where The Sidewalk Ends</u>, Shel Silverstein <u>Benny's Pennies</u>, Pat Brisson <u>Let's Find About Money</u>, Kathy Barabas. <u>Why Money Was Invented</u>, Neale S. Godfrey. <u>Alexander, Who Used To Be Rich Last Sunday</u>, Judith Viorst.</p>

<p>5f. Adding with Presidents. Time and Money, p.32</p>	
<p><b>Basic Facts and Standard Algorithms Formalized</b>  Use sets of concrete objects to represent quantities given in verbal or written form.  Use numbers to describe how many objects are in a set.  Use addition and subtraction problems in real situations with concrete objects.  Compare and sort objects based on their attributes.  Identify mathematics in everyday situations.  Use a problem solving with guidance that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution reasonableness.  Use tools as real object, manipulatives, and technology to solve problems.  Relate everyday language to mathematical language and symbols.  Use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships.  Model and create addition and subtraction problem situations with concrete objects and write correspondence number sentence.  Use patterns to skip counts by fives and tens.  Use organizes data to construct real object graph, picture graphs and bar-type graph.  Use a problem-solving model with guidance as needed that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution or reasonableness.  Explain and record observations using objects, words, pictures, numbers, and technology.  Reason and support his or her thinking using objects, words, pictures, numbers and technology.</p>	<p><b>Originality and Creativity</b>  <i>Student Products</i></p> <p><b>Written</b></p> <ol style="list-style-type: none"> <li>1. Students will design their own coin using activity page from <u>Best Ever Activities for grades 2-3</u>. Time and Money. P.44 They will write about the features of their coins (symbols, colors and words) on a separate piece of paper.</li> <li>2. Once students master money value concept, they will choose an amount of money and based in that amount they will create a written story. The teacher will model this activity first to show students the steps to complete the task.</li> </ol> <p><b>Verbal</b></p> <ol style="list-style-type: none"> <li>1. Students will make a presentation of their coins (in the previous activity), describing them to the class. They will explain why they chose that coin and why they assigned value to it.</li> <li>2. After reading the book “Let’s Find Out About Money”. Students will retell the sequence of coining using the illustration on pages 22-23 as a help.</li> </ol>
<p><b>Assessment</b></p> <p>Teacher’s observations of students performance.  Written sample of Grouping Ones And Get A Nickel activity. (Sample attached).  Written sample of Grouping Fives And A dime.  Pattern Block Toy Factory (final product)</p>	<p><b>Kinesthetic</b></p> <ol style="list-style-type: none"> <li>1. Act out the book Benny’s Pennies.</li> <li>2. Counting Coins Clapping (Best-Ever Activities for Grades 2-3, p. 29).</li> </ol>

**Related TEKS**

K.1.B., K.1.C., K.4.A., K.13.A, K.13.B, K.13.D, K.14.B  
1.1.C, 1.3.A, 1.4.B, 1.9.B, 1.11.A, 1.12.A, 1.13

3. Head and Tails. In this activity students will have a big paper coin (pennies, nickels, dime, and quarter.). Some will have tails and some will have heads. When the students listen to the music they will have to look for the coin that matches their own.

**Visual**

[www.Apples4theteacher.com](http://www.Apples4theteacher.com)

[www.playkidsgames.com](http://www.playkidsgames.com)

[www.usmint.gov/kids/index.cfm?fileContent=games](http://www.usmint.gov/kids/index.cfm?fileContent=games)

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