Why is money important? That may be a question our students are wanting to know. In this lesson, students learn/review the money values of coins to make one dollar. Students will then get to partner up with another classmate to come up with different ways coins add up to make a dollar.

Learning Objectives

Students will be able to: Determine the value of coins (penny, nickel, dime, and quarter) in relation to $1.00. Use coins or coin representations to show different values of a dollar.

Materials and Preparation

Student Materials (for every two students): 100 pennies 20 nickels 10 dimes 4 quarters
Paper Pencil

Coins can be real or fake, as long as they represent the true values of coins.

Key Terms:
Money Coins Cent(s) Penny Nickel Dime Quarter Dollar

Lesson

Introduction (7 minutes)

Ask these essential questions to your students: What is money? Why do we need to learn about money? How is money used in real-life? Who uses money? Where is money used?
Explicit Instruction/Teacher Modeling (8 minutes)

1. Tell your students that they will be exploring with different coins to add up to a dollar amount.
2. Introduce, or review, the value of a penny, nickel, dime, and a quarter by showing the students the coins (or representations if using fake coins) and going over the value of each coin type.
3. Show one way to make a dollar using coins (100 pennies, 4 quarters, etc.)
4. Ask students for other coin combinations that add up to make a dollar.

Guided Practice/Interactive Modeling (5 minutes)

1. First, partner up your students into groups of twos. If there is an odd amount of students, you may make a group of three.
2. Tell your students that they will be working with a partner to come up with at least five different ways to make a dollar using coins.
3. Tell your students that they need to agree with their partner(s) and write down their results on a piece of paper each time they get a result that adds up to a dollar.
4. Finally, pass out the necessary coins needed for each group and let them experiment!

Independent Working Time (15 minutes)

While students are working with their partner(s) walk around the classroom and observe the students. Guide those who seem to be struggling. Ask open-ended questions with each group, such as, "How did you come up with that answer?" or "If you start out with a quarter, what other coins could you use to make it add up to one dollar?"
Extend

Differentiation

Enrichment: Those who are advanced can try to find the least amount of coins needed to make a dollar as well as the most. Also, these students can start adding up higher dollar amounts (more coins and dollar bills will be needed) such as if you had $0.58 plus $1.21, how much money would you have? These students could pretend they are at a store buying items and would need to add up the amounts to get the total cost.

Support: Those who are struggling could buddy up with an enrichment student. The enrichment student could then explain in his/her own words how to add up the coins. Sometimes having another student explain helps struggling students. Another idea would be to have these students use coins to add up to a smaller amount and work their way up, such as ten cents, then 20, then 50 and so on.

Technology Integration

This is more of a hands one activity, so I didn't include any technology integration.

Review

Assessment (10 minutes)

Use the papers that the student wrote down their coin values to add up to a dollar as your assessment. Also, asking open-ended questions as you walk around and observe the different groups is a type of assessment.

Review and Closing (5 minutes)

After students have had time to explore the coins and their different values to make a dollar, have a class discussion. Ask for students to share one of their results with the class. Then ask for anyone who has a different way until you feel the students have really grasped the concept.