

## NATIONAL MATHEMATICS TEAM

### GRADE 1 PLANNING TEMPLATE

Strand: Number			
Topics/Objectives	Main Concept	Teaching/Learning Activities	Assessment/Homework Activities
Tell the worth of a set of coins (dollars only)	<ul style="list-style-type: none"> <li>Dollar</li> <li>Coins</li> <li>Notes</li> </ul>	<p><b><u>Tell the worth of a set of coins (dollars only)</u></b></p> <p><b>Exploring the features of coins through manipulation</b></p> <p>Display a set of coins where students can see them (\$1, \$5, \$10, \$20 coins). Provide pairs of students with a set of coins or cut-outs of coins (<i>see page 1 of the Resource document for sample coins</i>). Engage students in a discussion.</p> <p><b>Guided Questions</b></p> <ul style="list-style-type: none"> <li><i>What do we use coins for? Have you ever used coins? If yes, when have you used them?</i></li> </ul> <p>Select coins randomly and have students give features of each coin. For example</p>	<p><b><u>Tell the worth of a set of coins (dollars only)</u></b></p> <p><b>Activity Name: Getting to know my coins</b></p> <p>Have students use the <b>coin cut-outs</b> found on <i>pages 1 of the Resource document</i> to complete the 'Getting to know my coins worksheet on <i>page 2 of the Resource document</i>.</p>

		<ul style="list-style-type: none"> <li>• <i>What is this coin called? What can you tell about the coin by just looking at it? Whose face is on the coin? Can you read what is on the coin?</i></li> </ul> <p><b>Using the dollar coin to represent other coins</b></p> <p>Place students in groups of 2s or 3s and provide them with coins or coin cut-outs. Suggested coins - \$1, \$5, \$10 and \$20 coins. Give each group at least twenty \$1 coins.</p> <p>The aim of the task is for students to determine the number of \$1 coins needed to create a \$5, a \$10, and a \$20 coin.</p> <p><b>Guided Questions</b></p> <p><i>(Display an image of a coin - \$5) Which coin is this? How do you know? How many \$1 coins do you think have the same value as this coin? How do know? Can you prove it?</i></p> <p>Have students work in their groups to show that x number of \$1 coins is equivalent to a \$5 coin. Have them call out the coins as they work.</p> <p><i>One dollar, two dollars, three dollars, four dollars, five dollars</i></p> <p>Have them reinforce this by using their fingers as well.</p>	<p><b>Going Shopping Activity</b></p> <p>Price items in the Classroom Supermarket/Shop Area using money values less than \$20. Provide students with \$1 coins only and have them ‘purchase’ items from the Shop Area. <b><i>See page 5 of the Resource document for the Going Shopping Activity.</i></b></p>
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		<p>Place students in pairs and provide them with \$1 coins. Observe them as they attempt to prove their initial assumption. Have a whole group discussion and clarify any misconceptions that would have been observed as the students shared their findings.</p> <p><b>Other Coin Explorations</b></p> <p>Provide students with a variety of dollar coins. Display a \$10 coin and ask the students to state the number of \$1 coins that has the same value as the \$10. Then ask the following:</p> <p><i>Look at the coins you have on your desk. Is there another way that you could represent this \$10 coin? Is that the only other way that this coin can be represented?</i></p> <p>Have them explore and share their findings. In cases where students are obviously struggling, remind them to use the \$1 coins as a guide.</p> <p>Provide students with a \$20 coin and have them continue working in groups to explore the ways in which this coin can be represented. Have them share their findings.</p>	<p><b>Finding the value of coin</b></p> <p>Have students complete the worksheet <i>'Finding the value of coins'</i> (see page 4 of <i>the Resource document for a sample of this activity.</i>)</p>
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