

# Coin Collection Comparisons – A Co-Teaching Lesson Plan

---

## Co-Teaching Approaches

A “(Y)” in front of the following list items indicates the approach is outlined in the lesson. An “(N)” in front of the following list items indicates the approach is not outlined in the lesson.

- (N) Parallel Teaching
- (Y) Station Teaching
- (N) Alternative Teaching
- (Y) Team Teaching
- (N) One Teach/One Observe
- (Y) One Teach/One Assist

## Subject

Grade 2 Mathematics

## Strand

Measurement

## Topic

Coin Collections Comparisons

## SOL

2.7 The student will

- a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and
- b) correctly use the cent symbol (¢), dollar sign (\$), and decimal point (.)

## Outcomes

Students will compare various collections of coins using the terms greater than, less than, and equal to (not to exceed \$2.00).

## Materials

- Hand pointer
- Money Rap (attached) projected using a demonstration tool (e.g., document camera, digital display) or written on chart paper
- Coin props (colored, cut out of each coin on a pointer/ruler)
- VDOE Mathematics Vocabulary Cards–Grade 2 (penny, nickel, dime, quarter, dollar, less than, greater than, equal to, [Grade 2 Word Wall Cards](#))

- Magnetic coins
- Magnetic coins with red dots
- Money charts/visuals (of your choice)
- Dry-erase materials (boards, markers, and erasers)
- Baggies containing coins whose total value is \$2.00 or less, with each baggie containing a different total value
- Transition music of your choice
- Table-top easel
- Coin cards
- Race to \$1.00 Board Game
- Dice
- Cool Coin Comparisons booklet (attached)
- Paper
- Crayons or pencils

### Vocabulary

*cents, cent sign, collection, compare, count, decimal point, dime, dollars, dollar sign, equal to, greater than, less than, nickel, penny, quarter, value*

### Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
Anticipatory Set	Team Teaching	<ul style="list-style-type: none"> <li>• Have students read the “I can ...” statement aloud together with teachers. “I can ... count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less.”</li> <li>• Have students turn to their mathematics buddy (shoulder partner) for a peer discussion on what they think they will be doing for the</li> </ul>	<ul style="list-style-type: none"> <li>• Use the hand pointer to track words on the board while students are reading the “I can ...” statement.</li> <li>• Walk around to monitor student discussions</li> </ul>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
		<p>mathematics lesson today based on the “I can ...” statement (remind students to use their “math words” during discussion). Walk around to monitor student discussions.</p> <ul style="list-style-type: none"> <li>• Post the Money Rap for students to recite together with teacher. Use a hand pointer to track the words for the rap while students recite.</li> </ul>	<ul style="list-style-type: none"> <li>• After one minute of discussion, the SE will call on students to share what they discussed with their mathematics buddy. The SE leads a quick discussion on expectations of today’s lesson.</li> <li>• The SE raises each visual coin prop as it is recited in the rap to reinforce each coin.</li> </ul>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
<b>Lesson Activities/ Procedures</b>	Team Teaching & One Teach/One Assist	<ul style="list-style-type: none"> <li>• The GE will use magnetic coins and a demonstration tool (e.g., document camera, digital display) to have students count two collections of coins (Set A and Set B).</li> <li>• Selected students will come up and put the coins in order from greatest value to the least value of Set A and Set B.</li> <li>• Students will count the collection of coins in Set A and Set B, writing the total value using the appropriate symbols (<i>¢</i>, \$, and <i>.</i>). (Remind students that when using the cent symbol, do not use the decimal point.)</li> <li>• The GE will check for accuracy and remediate as needed.</li> <li>• The GE will review the mathematics terms <i>compare</i>, <i>less than</i>, <i>greater than</i>, and <i>equal to</i> with students using the VDOE Mathematics Vocabulary Cards.</li> <li>• Students will compare Set A and Set B using the terms <i>greater than</i>, <i>less than</i>, and <i>equal to</i> with their mathematics buddy.</li> </ul>	<ul style="list-style-type: none"> <li>• The SE will emphasize the importance of counting the coin with the largest value first (i.e. quarters, dimes, nickels, pennies, in that order [use the penny, nickel, dime, quarter, and dollar VDOE Mathematics Vocabulary Cards as a resource]).</li> <li>• The SE will pass out dry-erase materials and baggies containing money to each student.</li> <li>• While selected students are counting the collection of coins from Set A and Set B, those students seated will be using their dry-erase boards and markers to count the coins from Set A and Set B. (Students will use the coins in their money bags to match the coins in Set A and Set B.)</li> </ul> <p>*SDI – magnetic coins marked with red dots where each red dot represents \$.05, money charts posted around the room</p> <ul style="list-style-type: none"> <li>• The SE will walk around the room and check for accuracy, remediating as needed.</li> <li>• After one minute of discussion, the SE will call on students to share what they discussed with their math buddy.</li> <li>• The SE will introduce the stations and</li> </ul>

<b>Lesson Component</b>	<b>Co-Teaching Approach(es)</b>	<b>General Educator (GE)</b>	<b>Special Educator (SE)</b>
		<ul style="list-style-type: none"><li>• The GE will share what materials the students need for stations.</li></ul>	<p>groups for the day.</p> <ul style="list-style-type: none"><li>• The SE will play transition music and dismiss students to their assigned stations.</li></ul>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
<b>Guided/ Independent Practice</b>	Station Teaching (45 minutes)  15 minutes per station, play transition music to prompt each move	<p><b>Station 1 (Teacher 1)</b></p> <p><i>Materials: Coin cards, money baggies, dry-erase boards, dry-erase markers, erasers, table-top easel, magnetic coins</i></p> <ul style="list-style-type: none"> <li>• The teacher will model using a collection of magnetic coins to build amounts presented on the coin cards and then writing the total amount under the collection.</li> <li>• The teacher will guide the students in counting the coins by counting on and writing the amount correctly under each coin until the total value is reached.</li> <li>• The students will use their coins to build amounts from their coin cards independently and the teacher will monitor and remediate as needed.</li> <li>• The student will compare their amount with their neighbor using the terms, less than, greater than, and equal to.</li> </ul>	<p><b>Station 2 (Teacher 2)</b></p> <p><i>Materials: One Race To \$1.00 board game per student, one die per student, one baggie of coins per student, one \$1 bill per student</i></p> <ul style="list-style-type: none"> <li>• The teacher will model how to play a coin-value game where the object of the game is to be the first player to get to \$1.</li> <li>• The teacher will roll a die and start collecting the number of pennies shown on the die. The pennies are placed on the Race to \$1.00 board game. After each turn, the teacher explains that they must state the total amount of money they have and the coins used to create the total. If the teacher is able to make an exchange to get a coin of greater value (e.g., five pennies for a nickel, two nickels for a dime, four quarters for one dollar, etc.), then the teacher can do so. The teacher continues until four quarters are available to exchange for the dollar bill.</li> <li>• Each student will receive their own money baggie, a Race to \$1.00 Board Game, and a die. The students will independently start rolling the die and</li> </ul>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
			<p>collect the number of pennies shown on the die. The student must state the total amount of money they have and the coins used to create the total. If the student is able to make an exchange to get a coin of greater value, then the student can do so. The student continues until they have 4 quarters and can exchange them for the dollar bill.</p>
	<p>Team Teaching</p>	<p><b>Station 3: Independent Practice (Cool Coin Comparisons)</b>  <i>Materials needed: money baggies containing different total values, Cool Coin Comparisons booklet, paper, crayons or pencils.</i></p> <p>The students will be grouped into pairs. The students in each pair will take a money bag and a Cool Coin Comparisons booklet. The students will need to count the value of the coins in their bag. The value of the coins should be written on the line beside <i>Total value of my coins</i> from their booklets.</p> <p>The students will exchange their bags with their partner and count the value of the coins in their partner's bag. The value of the coins should be written on the line beside <i>Total value of my partner's coins</i> from their booklet. The partners will check their totals by comparing each other's coin value. The students will determine whether his/her total value of coins is greater than, less than, or equal to the total value of their partner's coins.</p> <p>The students will record their answers by circling the correct phrases in their booklets. The students will also have to determine whether they could use their coins to purchase the cool treats pictured on their page. The students will record their answers in the booklet. The students will each replace the coins in the baggies and each partner must pick a different money bag. The students will repeat the steps using the new coin collection and record their answers once again in their Cool Coin Comparisons booklet.</p>	

<b>Lesson Component</b>	<b>Co-Teaching Approach(es)</b>	<b>General Educator (GE)</b>	<b>Special Educator (SE)</b>
<b>Closure</b> *Peer discussion	Team Teaching	<ul style="list-style-type: none"> <li>The teachers will review the standards, vocabulary used, and ask students for any further questions that may have come up during stations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will turn to their mathematics buddy (shoulder partner) and share one thing they learned in the class today during this lesson.</li> </ul>
<b>Formative Assessment Strategies</b>	Team Teaching	<ul style="list-style-type: none"> <li>Show students a collection of random coins and ask them to tell you whether the collection is less than, equal to, or greater than \$1.00. Repeat as time permits. (This is also a great introduction to a follow-up lesson.)</li> <li>Quiz to assess student mastery of counting and comparing a collection of coins.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will follow up a student's response with a question such as: "How do you know?" or "Convince me your answer is correct." or "Why?" or "Show me" (using materials available).</li> </ul> <p>* When appropriate, the teachers will pull aside a small group of students for read-aloud accommodations.</p>
<b>Homework</b>	Team Teaching	The students will be given a worksheet of money problems that review counting and comparing a collection of coins whose total value is \$2.00 or less.	Same as GE.

### **Specially Designed Instruction**

- Magnetic coins marked with red dots, where each red dot represents 5 cents for students who may have difficulty counting on using coins
- Money charts posted around the room for students who have deficits with short-term memory
- Provide sentence strips for students to line their coins up and count them horizontally
- Guided repetition of counting coins
- Modeling using a collection of magnetic coins to build amounts

## **Accommodations**

- FM headset transmitters (The students hear the speaker's words directly in their ears, without any distracting background noise, allowing them to enjoy and participate fully in class.)
- Resource kits (hundreds charts, base-10 blocks, number line, extra baggies with a collection of coins)
- Verbal feedback in each station (This guides students in their learning process by giving them the direction they need to reach the target or goal of the lesson.)
- Visual memory aids (VDOE Mathematics Vocabulary Cards, money charts) (This will allow the students to understand and retain information.)

## **Modifications**

- For those students requiring a modified curriculum, content can be modified to include counting amounts with dimes, nickels, and pennies, or nickels and pennies.

## **Notes**

- "Special educator" as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.

**Note: The following pages are intended for classroom use for students as a visual aid to learning.**

# Money Rap

Author Unknown

Well, I know a song  
It's really kind of funny  
It's all about coins  
And learnin' to count money.

Pennies, nickels, dimes, and quarters  
Pennies, nickels, dimes, and quarters

Now a penny means one  
And a nickel means five  
Dimes are worth ten  
And quarters twenty-five

Pennies, nickels, dimes, and quarters  
Pennies, nickels, dimes, and quarters

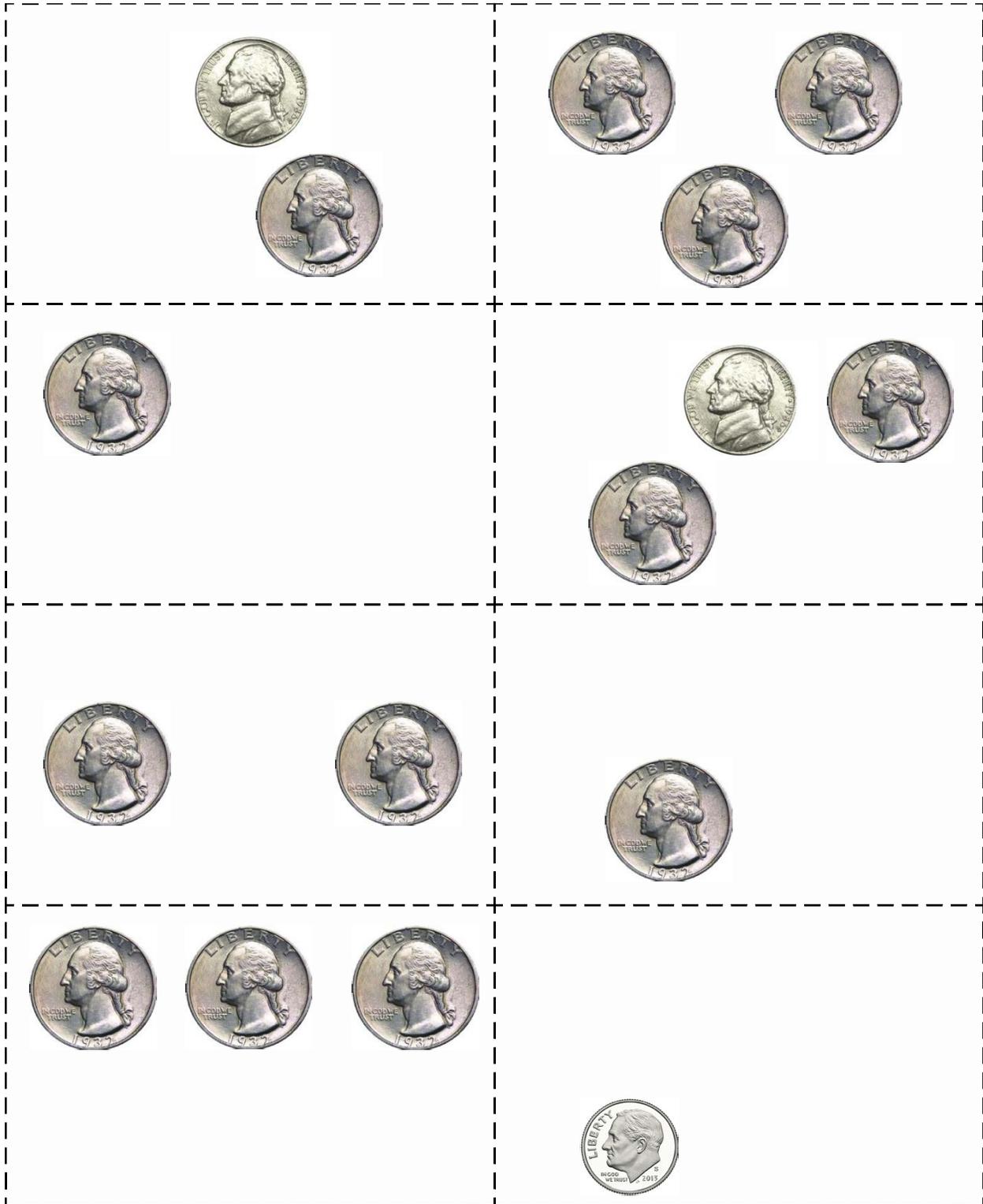
Five pennies in a nickel  
Two nickels in a dime  
Five nickels in a quarter  
You'll know it every time!

Pennies, nickels, dimes, and quarters  
Pennies, nickels, dimes, and quarters  
yeah!



# Sample Coin Cards—Station 1

Print on card stock and cut out.



# Counting Coins Homework

Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

Write the Correct Comparison Symbol (  $>$ ,  $<$  or  $=$  ) in Each Box



Sample Money Visuals Below With Red Dots  
Representing \$0.05 Touch Points

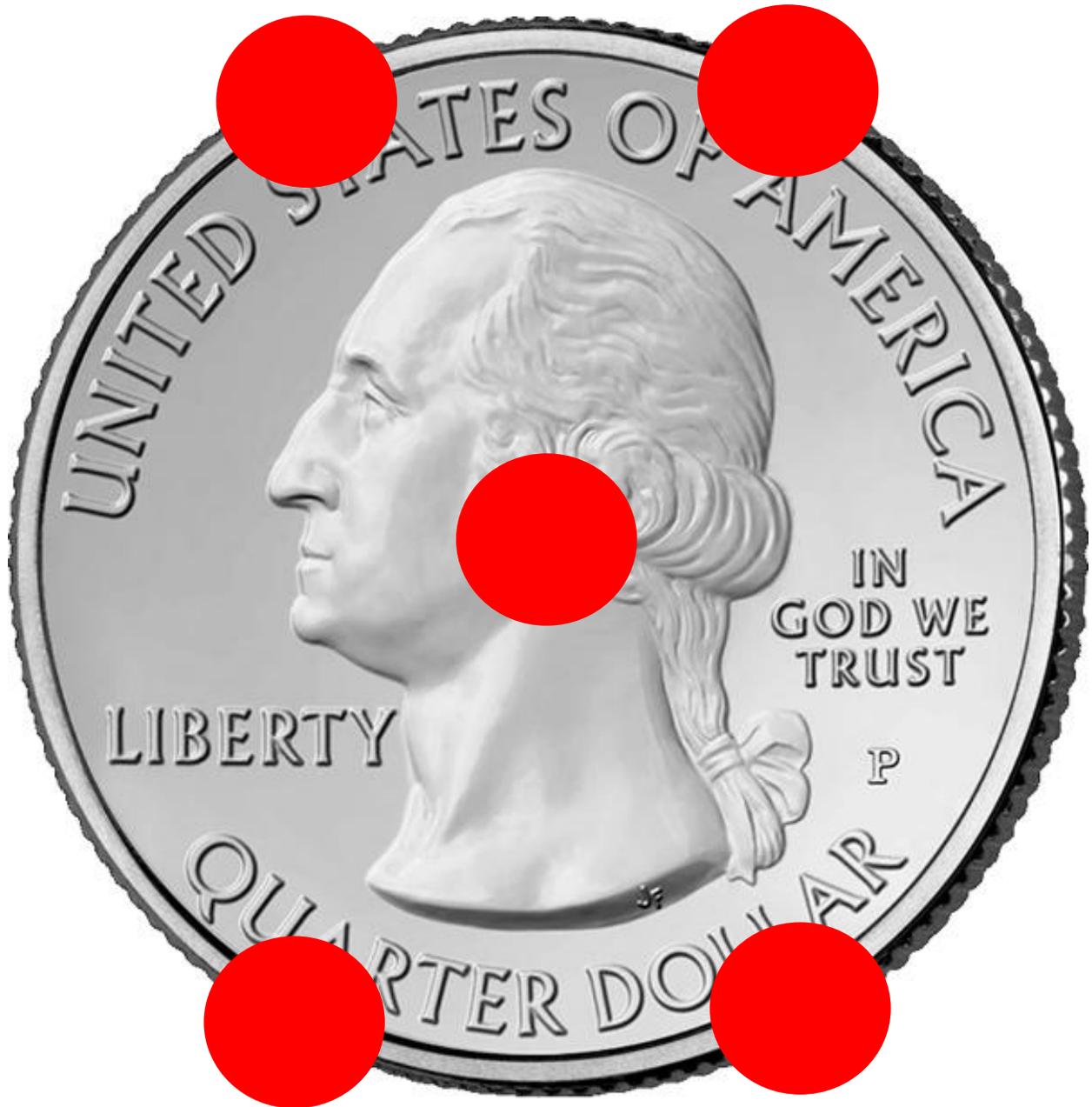
**Nickel = 5¢**



**Dime = 10¢**

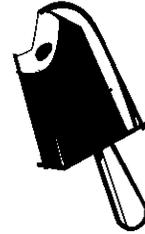


**Quarter = 25¢**



# Race to a Dollar





# Cool Coin Comparisons



Name \_\_\_\_\_



## My Bag of Coins

Total value of my coins \_\_\_\_\_

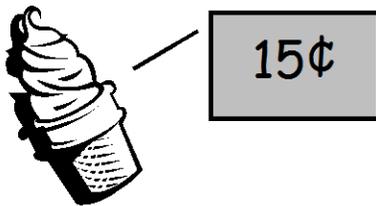
## My Partner's Bag of Coins

Total value of my partner's coins \_\_\_\_\_

1. Circle the words that make the sentence true.

The value of the coins in my bag is  
greater than > less than < equal to =  
the value of the coins in my partner's bag.

2. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

---

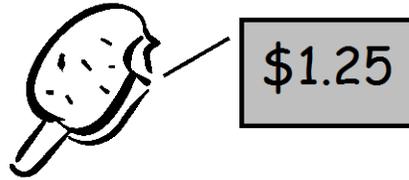
---

---

---

---

3. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

---

---

---

---

---

## My Bag of Coins

Total value of my coins \_\_\_\_\_

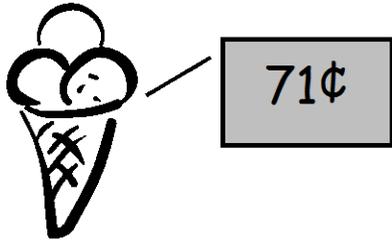
## My Partner's Bag of Coins

Total value of my partner's coins \_\_\_\_\_

1. Circle the words that make the sentence true.

The value of the coins in my bag is  
greater than > less than < equal to =  
the value of the coins in my partner's bag.

2. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

---

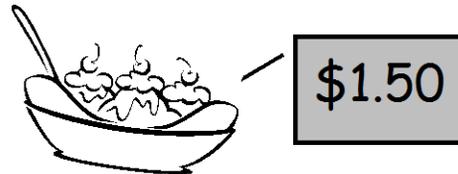
---

---

---

---

3. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

---

---

---

---

---