Lesson Rationale

New York State Learning Standards and Key Ideas for Students with Severe Disabilities:

English/Language Arts:
Standard 1- Language for Information and Understanding
-Communicating and writing to acquire and transmit information requires asking questions, applying the information from one context to another and presenting the information clearly.

Mathematics, Science, and Technology
Standard 1-Analysis, Inquiry, and Design
-Symbolic representation is used to communicate mathematically.
Standard 3-Mathematics
-Students use number sense and numeration to communicate mathematically and use numbers in the development of concrete mathematical ideas.
Standard 4-Social Studies
-Students will study major economic concepts.

Instructional Objectives:
1. Student will relate mathematics to her immediate environment by indicating that money is necessary for goods and services. (analysis)
2. Student will identify the names of the penny, nickel, dime, and quarter. (knowledge)
3. Student will describe each coin and indicate the coin’s value. (comprehension)
4. Student will demonstrate knowledge of coin value by using manipulatives. (application)
5. Student will count out five pennies for one nickel. (synthesis)
6. Student will complete worksheets by naming and describing coin value to originate an answer. (synthesis)

Adaptations:
The lesson may be modified if student becomes frustrated. Once frustrated, the student will shut down and refuse to do her work.

Materials:
-Penny, nickel, dime, and quarter manipulatives. Penny, nickel, dime, and quarter coin-ulator worksheets. Pencil, eraser.
Lesson Opening:

Anticipatory Set:

“Today we are going to talk about money. Why do you think it is important to learn about money? (Wait for student response) I think that the reasons that you came up with are very important reasons. The biggest reason to learn about money is because money is important in our everyday lives. It is necessary to buy things and to pay people when they do jobs for us. What are some things that you buy with money? (Wait for student response) You thought of so many good things to buy. I hope you realize now that this lesson about money is going to be very important. Let’s get started.”

Lesson Body:

1. The teacher will show the student a penny.
2. The teacher will ask the student to name the coin. If the student does not know the name, the teacher will say, “this is a penny, now you say it.”
3. The teacher will ask the student to describe the penny. Prompting may be needed to describe the shape, color, size, and details of the coin.
4. The teacher will ask the student the coin’s value. (one cent)
5. The teacher will demonstrate counting with pennies. She will tell the student that it is just like counting by ones. She will then place ten pennies by her left hand. She will move them one by one to her right counting by ones. She will count one cent to ten cents.
6. The student will then count the pennies in the same way.
7. The teacher will put all but one penny aside.
8. The teacher will show the student a nickel.
9. The teacher will ask the student to name the coin. If the student does not know the name, the teacher will say, “this is a nickel, now you say it.”
10. The teacher will ask the student to describe the nickel. Prompting may be needed to describe the shape, color, size, and relation to the penny, and details of the coin.
11. The teacher will ask the student the coin’s value. (five cents)
12. The teacher will demonstrate counting with nickels. She will tell the student that it is just like counting by fives. She will have the student count by fives without the nickel manipulatives. (five through twenty-five) She will then place five nickels by her left hand. She will move them one by one to her right counting by fives. She will count five cents to twenty-five cents.
13. The student will then count the nickels in the same way.
14. The teacher will ask the student to compare the penny and nickel with the following statement, “If a nickel is worth five cents, how many pennies would I need to make one nickel? (Prompts may be needed.)
15. The teacher will put all but one nickel aside.
16. The teacher will show the student a dime.
17. The teacher will ask the student to name the coin. If the student does not know the name, the teacher will say, “this is a dime, now you say it.”
18. The teacher will ask the student to describe the dime. Prompting may be needed to describe the shape, color, size, relation to the penny and nickel, and details of the coin.
19. The teacher will ask the student the coin’s value. (ten cents)
20. The teacher will demonstrate counting with dimes. She will tell the student that it is just like counting by tens. She will have the student count by tens without the dime manipulatives. (ten through forty) She will then place four dimes by her left hand. She will move them one by one to her right counting by tens. She will count ten cents to forty cents.
21. The student will then count the dimes in the same way.
22. The teacher will put all but one dime aside.
23. The teacher will show the student a quarter.
24. The teacher will ask the student to name the coin. If the student does not know the name, the teacher will say, “this is a quarter, now you say it.”
25. The teacher will ask the student to describe the quarter. Prompting may be needed to describe the shape, color, size, and relation to the penny, nickel, and dime, and details of the coin.
26. The teacher will ask the student the coin’s value. (twenty-five cents)
27. No further work will be done with the quarter.
28. The teacher will tell the student that she is doing a wonderful job. If the student appears frustrated at this point, the teacher will skip to the closure portion of the lesson. If the student does not appear frustrated, the teacher will continue.
29. The teacher will tell the student that she has some worksheets for the student to complete that will review what we just did. The worksheets will be presented in the following order; penny, nickel, dime. The student may use coin manipulatives and teacher assistance.

Closure: “You have done a wonderful job working on your money skills today. I am so proud of you. I’m very glad that we can learn about money together because it is so important to know about money in our everyday life. I hope that you take some of the things you learned today and tell your mom about them when you go home. I hope that we can work together soon.”

Lesson Follow-Up:

Independent Practice:
-If the student did not get to the worksheets, she will have them sent home with her.
-The student will be instructed to share what she learned with her mom when she gets home.
-The student will be asked by the other teachers in the room what she learned about today.

Evaluation:
-I wanted the student to learn the names and value of money. I also wanted her to learn how to count the value of her coins. Lastly, the student should recognize that five pennies make one nickel.
-I will know that she learned it when she correctly identifies the coins and their value.

Lesson Resources:
- Nazareth education texts
- Coin-U-Lator program by Janie Haugen