

Take it to the Store
Unit 6: Joining and Separating

Grade Level

Kindergarten

Overview

Students will display their knowledge of coins and their values in this task. They will play a game entitled *Take it to the Store*. Students will role-play various jobs as a banker and a customer, and then as an accountant. Students should have had previous experience working with coins. They should have an understanding of characteristics specific to each coin and their values.

Key Standards

MKN1. Students will connect numerals to the quantities they represent.

- a. Count a number of objects up to 30.
- h. Identify coins by name and value (penny, nickel, dime, and quarter).
- i. Count out pennies to buy items that together cost less than 30 cents.
- j. Make fair trades involving combinations of pennies and nickels or pennies and dimes.

MKD1. Students will pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs.

Possible Materials

- various small items (*in this lesson there was a Valentine themed store*)
- coins
- plates
- poster board with premade graph for each table group
- coin song
- markers
- Website www.eduplace.com for math e-tools (coin manipulatives)

Task

In order to activate prior knowledge, students will sing the Coin Song. Teacher will log on to www.eduplace.com and show several coin combinations. Students will take turns answering questions regarding the different coin combinations.

Students should be placed into four groups. One student will be the store owner and the rest will be customers.

- The store owner will be given a supply of small items to sell.
- The customers will be given a bag (coin purse) with pennies, nickels, dimes, and quarters.
- The customers will each have a turn at purchasing two items with their money from the store owner.
- After each turn, change jobs until everyone in your group has had a chance to play each job at least once

You can vary the directions by either having the customer give the store owner exact change or the store owner can/may give the correct change back if required.

After all the students have purchased an item the store will close and the store owner will take the money to the bank. The students will then be accountants.

- In groups, the students will sort the money that the store owner earned from the sale onto four paper plates according to coin type (pennies, nickels, dimes, and quarters).
- Students will be encouraged to look at the different attributes of each coin in order to place the coin in the correct group.
- Students will count the number of coins they have in each group.
- The teacher will distribute the labeled graphing grids to each group.
- Students will display their information on the graphs.
- Have students check their results with the completed coin graph.

The task will end with students sharing their graphs and sharing their work with the class.

Sample Questions

1. What is different about nickels, dimes, pennies, and quarters?
2. Which coin is worth the most? The least?
3. Is there another coin combination you could use to buy the item?
4. Is there another combination of coins you could use to buy the item that uses fewer coins?
5. Which items cost the greatest amount? Least amount?

6. In your coin graph, which set has more? Which set one has less?
7. What is a nickel worth? A dime? A penny? A quarter? What information did you use to figure that out?
8. What is the total value of pennies on your graph? What is the total amount? How did you figure that out?
9. What is the total value of nickels on your graph? What is the total amount? How did you figure that out?
10. What is the total value of dimes on your graph? What is the total amount? How did you figure that out?
11. Why is it important to count money?
12. What helped you figure out your answers to money questions?
13. How much money did you give to the banker?
14. How do you know how much to give the customer?
15. How will you record the data?
16. Why do you think it is important to know the value of coins?
17. Why should we be able to exchange coins?
18. In what type of real-life situations may you need to exchange coins?

Assessment Ideas

During task time, teachers will be assessing their student's performance by promoting the development of oral communication. Students should verbally share their thinking strategies and understandings with the entire class. The teacher should be listening for students to correctly use the following terms: more than/greater than, less than/fewer than, and equal to, as well as coin names, values, and attributes. The teachers should also be looking and listening for evidence of students who are revising their ideas based on teacher feedback, peer feedback, and self-assessment and reflection.