

# Making Cents



## 2nd Grade Lesson

**Overview:** After the students work on money counting activities, the students will work with teacher to input what they learned by editing a teacher's website created using Sauropol. The purpose of the website being an easy access for parents to check progress of their children. Being second graders they can't really design a new website on their owns. So the teacher will just have them edit specific information.

<b>Objective</b>	<p>First objective: Students will identify numbers up to 100 in various combinations of tens and ones by using dimes and pennies.</p> <p>Second objective: With teacher's assistance, the students will upload their information they learned to the Sauropol website the teacher created.</p>
<b>Standards</b>	<ul style="list-style-type: none"><li>• <b>2.1.1:</b> Count by ones, twos, fives, and tens to 100.</li><li>• <b>2.1.3:</b> Identify numbers up to 100 in various combinations of tens and ones.</li><li>• <b>1. Facilitate and Inspire Student Learning and Creativity</b></li></ul> <p>Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p>
<b>Materials</b>	<p><b>For the teacher:</b> chalk, chalkboard, knowledge of website knowledge, an the website itself</p> <p><b>For each student:</b> 10 dimes and 100 pennies (plastic coins or cardboard punch-outs may be substituted), copy of Black Line Master (BLM) Making Cents</p>
<b>Procedures</b>	<p><b><u>Individual Activity</u></b></p> <ul style="list-style-type: none"><li>• Distribute pennies and dimes to each student.</li><li>• Instruct students to show 35 cents using the dimes and pennies in as many different combinations as they can find.</li><li>• Have students represent their various combinations on pieces of paper.</li><li>• Show the various findings of the students on the chalkboard in a variety of ways (e.g., drawing circles with "10" &amp; "1" in them,</li></ul>

writing 3 dimes and 5 pennies, etc.)

### **Partner Activity**

- Divide the class into groups of two.
- Give each pair of students a new amount to represent.
- Have students work individually but compare answers with partners to determine if any combinations were missed.

### **Editing Website Activity**

- After completed previous activities, the teacher should have a section on the website where the students will work to discuss what they have learned. Even upload pictures of their activities.
- The teacher will work with the whole class step by step to demonstrate. The task will be simple.

## **Evaluation**

### **Basic Concepts and Processes**

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicators.

- *Did you find all the combinations to make 35 cents?*
- *Were you able to find a combination with three dimes? With two dimes? With one dime? With no dimes?*
- *Show me a penny. Show me a dime.*
- *How many pennies does it take to equal 10 cents?*
- *How many dimes does it take to equal 10 cents?*
- *Explain your representation to me.*

### **Homework**

Hand out the BLM *Making Cents* for the students to complete at home and return the next day. Then the next day go over the homework assignment.

### **Website**

Students are required to show their parents the website. As well as submit comments.