

# Making Change – A Co-Teaching Lesson Plan

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

## Subject

Grade 3 Mathematics

## Strand

Measurement and Geometry

## Topic

Money

## SOL

3.6 The student will determine the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of two sets of coins and bills and coins, and make change from \$5.00 or less.

## Outcomes

The student will be able to make change from \$5.00 or less.

## Materials

- Play money—coins and dollar bills
- Paper bags labeled with letters A, B, C, etc.
- Money Counts Recording Sheet (attached)
- Monthly book club flyer listing multiple books for purchase

## Vocabulary

*bills, change, coins, difference, sum, total, value*

## Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
<b>Anticipatory Set</b>	Team Teaching	<ol style="list-style-type: none"> <li>1. Tell students to imagine that the class has been given a special present—a gift certificate to purchase \$125 worth of books from a book club. Before selecting and purchasing the books, students will need to practice their money-counting skills, using bags of money.</li> <li>2. Display a combination of coins and bills that equals \$5 (e.g., three \$1 bills, four quarters, five dimes, nine nickels, and five pennies). Demonstrate how to count the value of the money starting with the largest denomination of bill or coin. Continue to count, working toward the coins of lesser value until all of the money has been counted. Repeat the demonstration with a different amount of money. Remind the students that they can use their skip-counting skills for counting the coins.</li> </ol>	Direct students to visuals that show alternative ways of counting change, such as drawing the coins and writing its value under each one. Then demonstrate how to keep a cumulative count of the money.
<b>Lesson Activities/ Procedures</b>	Team Teaching, One Teach, One Assist	<ol style="list-style-type: none"> <li>1. Distribute the Money Counts Recording Sheet. Group students into pairs, and give each pair a bag of play money. Explain that each bag contains a different amount of money worth \$5 or less. Direct one student in each pair to count the value of the money and write it down. Then, have the other student in</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide certain students with visuals showing alternative ways of counting change.</li> </ol>

<b>Lesson Component</b>	<b>Co-Teaching Approach(es)</b>	<b>General Educator (GE)</b>	<b>Special Educator (SE)</b>
		<p>each pair recount it to verify the amount. If the two totals agree, have pairs record the letter of the bag and the amount of money in the bag in the first chart on their recording sheets. If the totals do not agree, have the pairs recount the money slowly and carefully together.</p> <p>2. Have partners put the money back in the bags, exchange bags with other partners, and repeat the counting-and-recording process. Have students continue exchanging bags until they have practiced counting at least five collections of coins and bills.</p>	<p>2. Give more direct instruction with counting money using visual cues (example: touch points) to pairs of students that have a difficult time with counting money, counting by fives and tens.</p>
<b>Guided/Independent Practice</b>	Alternative Teaching	<p>For the last part of the activity, demonstrate the process of making change for a \$5 bill.</p> <p>1. - Beginning at the purchase price, count on by adding coins and bills to arrive at \$5. Recount the money you have added to verify how much change you should have.</p> <p>OR</p> <p>2. Calculate the difference between the amount from which to make change (\$5) and the amount to be paid (purchase price).</p> <p>3. Explain to students that they will receive the book club flyers from which</p>	SE will pull a small group to complete independent practice with more clarification and remediation where necessary. This small group will most likely be the students who have had previous difficulties with subtraction (regrouping) during previously taught lessons.

<b>Lesson Component</b>	<b>Co-Teaching Approach(es)</b>	<b>General Educator (GE)</b>	<b>Special Educator (SE)</b>
		<p>to choose the book they wish to purchase. The only criterion for the purchase is that it must cost \$5 or less. Distribute the flyer listing the books available and their costs. Have each student select a book that costs no more than \$5 and figure out the change to be received after purchasing the selected book with a \$5 bill. Direct each student to record the book's title and cost and the change amount on his/her recording sheet. The student then uses the bag of money to count out a combination of coins and bills that equal the cost. Have each student write a number sentence about the value of his or her coins and bills in comparison to his/her partner's coins and bills.</p>	
<b>Closure</b>	Team Teaching	<p>Select several of the bags from the stations for the class to count. Ask students to make a comparative statement of each bag with \$5. If it is less than \$5 in value, ask students to figure out how much less.</p>	<p>Same as GE, with modifications as necessary.</p>
<b>Formative Assessment Strategies</b>	Team Teaching	<p>Teacher observations during partner activity and independent practice. Exit Ticket</p>	<p>Modify the Exit Ticket as needed for students who are not able to show ways to make change from \$5 at this point in the unit.</p>
<b>Homework</b>	Team Teaching	Making Change with \$5 worksheet	Same as GE.

## **Specially Designed Instruction**

- See SE's role during guided instruction for possible ways to implement specifically designed instruction.
- Teachers will use real coins and bills to aid with skill transfer
- Teachers can chunk the type of coin counting and practice each type separately before combining coins.
- Teachers can “think aloud” as counting and have students verbalize in choral fashion with teacher
- Teachers can use the “touch five” coin counting strategy where students use touch points on each type of coin depending on the value.

## **Accommodations**

- Calculators
- Graph paper to line up numbers when subtracting
- Hundreds chart

## **Modifications**

- For those students needing a modified curriculum, content can be modified to include only coins or dollars.
- Start with simple dollar amounts to subtract from \$5 and then move into dollars and cents.

## **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 Counts Recording Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part I: Money Bags

Bag letter	Total value of coins and bills

## Part II: Buying Books

The title of my book is \_\_\_\_\_ .

The cost of my book is \_\_\_\_\_ .

The change that I would get back after buying my book with a \$5 bill is \_\_\_\_\_ .

The coins and bills that equal the cost of my book are the following:

Total value	Number of \$1 bills	Number of quarters	Number of dimes	Number of nickels	Number of pennies

The coins and bills that equal the cost of my partner's book are the following:

Total value	Number of \$1 bills	Number of quarters	Number of dimes	Number of nickels	Number of pennies

Whose book costs more, yours or your partner's? \_\_\_\_\_

Write a sentence that compares the two amounts of money, using the terms *greater than*, *less than*, or *equal to*.

## Exit Ticket

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

1. Draw one way to make \$5.

2. Sara went to the store with a \$5 bill. She bought a book for \$3.50. How much change would she receive?