

# Counting Coins by Fives

## Teacher Guide

**Duration:** 20 minutes

### Standards for Mathematics

#### TEKS.1.4.C.ii

Use relationships to count by fives to determine the value of a collection of pennies, nickels, and/or dimes.

### Focus Strategies

**Think Aloud:** The teacher models a process of thinking by speaking aloud what is thought. As an example, 'I think I need more color here in my drawing.' This strategy models for students the type of thinking they can use in an upcoming activity.

**Think-Pair-Share:** Students are prompted to think about an idea on their own. Students then share their idea with a partner and have a quick discussion. Selected students are asked to share their ideas with the whole group.

### Materials

a collection of nickels (or something to represent them), a whiteboard or chart paper markers

### Key Vocabulary

count, value, coins, nickels, dollar, skip count

### Warm-Up

Begin with a brief discussion about nickels. Ask students what they know about nickels. How many nickels does it take to make a dollar?

### Introduction

Explain to students that today they will practice counting by fives to find the total value of a collection of nickels. Introduce the Choral Counting routine for 2s (10, 20, 30, 40, 50 and so on). Explain to students that nickels can be counted in 2s. Once the number 100 is reached, that makes a dollar.

### Exploration & Whole Class Discussion

Launch the Choral Counting by asking students to predict what the first few numbers will be when counting by twos. Have them share their predictions with a partner. Then, count together slowly, recording the numbers on the board. After counting, ask students to look for patterns in the numbers. Prompt them with questions like, 'What do you notice about the numbers we counted?' and 'How do you know what comes next?' Allow students to share their observations with a partner and then with the class.

### Application & Reflection

Ask students to think about how they can use counting by twos to find the total value of their collection of nickels. Have them write down their thoughts or draw a picture of their coins. Then, have them share their ideas with a partner. Select a few students to share their reflections with the whole class.

### Assessment

Observe students during the Choral Counting and the discussion to assess their understanding of counting by twos and recognizing patterns. Collect their written reflections to evaluate their ability to connect counting by twos to the value of nickels.

## Strategies to Support Emergent Bilingual Students

To support emergent bilingual students, we recommend the following:

1. Provide independent think time after asking questions or posing prompts.
2. Have students pair up with a partner to generate responses together.
3. Have students restate each other's reasoning in classroom discussions.
4. Create a public record of classroom discussions.
5. Use color and annotation to help learners make connections for concepts.
6. Introduce academic vocabulary as needed.
7. Use iconic and semantic gestures to help students understand.

## Additional Support Resources

If your students need additional support, you can click on one of the lessons below and present it to your whole class. You can use the interactive manipulatives and built in feedback to support students in a whole class discussion. Good questions to ask are 'What do you see?', 'What do you think?' 'What do you wonder?'



Skip Counting to Find the Value of Nickels



Skip Counting to Find Larger Numbers of Nickels

## Sample Lesson Flow

- TEACHER SAY** *Welcome, class! Today we are going to talk about coins. Who can tell me what they know about nickels? What is the value of a nickel? How many nickels make a dollar?*
- STUDENTS DO** Raise hands to share their knowledge about coins.
- TEACHER DO** Write the value of a nickel on the board.
- TEACHER SAY** *Great! Now, we are going to practice counting by twos to find the total value of a collection of nickels. Let's start with a Choral Counting routine.*
- TEACHER SAY** *I want you to predict what the first few numbers will be when we count by twos. Turn to your shoulder partner and share your predictions.*
- STUDENTS DO** Turn and talk to their partners about their predictions.
- TEACHER SAY** *Now, let's count together slowly. I will write the numbers on the board as we go. Ready? Let's start!*
- TEACHER DO** Begin counting nickels by twos: 10, 20, 30, 40, 50, writing each number on the board.
- TEACHER SAY** *What do you notice about the numbers we counted? How do you know what comes next?*
- STUDENTS DO** Share their observations with a partner.
- TEACHER DO** Call on a few students to share their observations with the class.
- TEACHER SAY** *Excellent! Now, let's think about how we can use counting by twos to find the total value of our collection of nickels.*
- TEACHER DO** Draw a collection of at least 20 nickels on the whiteboard.
- TEACHER SAY** *Take a moment to look at the coins. Write down your thoughts in your math booklet.*
- STUDENTS DO** Write down their thoughts in their math booklet.
- TEACHER SAY** *Now, turn to your shoulder partner and share your ideas about how you can use counting by twos to find the total value of your nickels.*
- STUDENTS DO** Share their ideas with their partners.
- TEACHER DO** Select a few students to share their reflections with the whole class.
- TEACHER SAY** *Wonderful sharing! I loved hearing your thoughts on counting by twos and how it relates to the value of coins.*
- TEACHER DO** Observe students during the Choral Counting and the discussion to assess their understanding. Collect their written reflections to evaluate their ability to connect counting by twos to the value of coins.