

## U.S. Mint Coin Classroom Lesson Plan: Change Mixer



# Change Mixer

**Subject:** Math

**Grade Level:** K-2<sup>nd</sup> grade

**Summary** Students will use their abilities to recognize coins and their values in this game that focuses on locomotor skills (skip, slide, gallop, run, jump). This game also requires students to add coin values.

## BIG QUESTION

How do we add up different combinations of coins?

## TIMING

0 to 45 minutes

## LEARNING OBJECTIVES

- Students will use their abilities to recognize coins and their values.
- Students will focus on locomotor skills (skip, slide, gallop, run, jump).
- Students will add coin values.

## MATERIALS

- Signs with the numbers 1 through 5 written on them (for teacher to hold up)
- Signs with the 4 different coin names written on them (quarter, dime, nickel, penny) to tape to the 4 cones
- 4 Orange traffic cones
- Music (upbeat)
- Coins (one per student)
- Tape
- Markers

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### PROCEDURE

1. Give each student a coin.
2. Have the students stand next to the cone labeled with their coin name. For example, those who have a quarter begin at the quarter cone.
3. Review the value of each coin as a class.
4. Explain to the students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner as you hold up a number sign. When the music stops, students will get into groups of the displayed number. For example, if the teacher holds up the number 4, the students get into groups of 4.
5. Start the music. After a period of time, stop the music.
6. After the students assemble their groups (they should possess different coin types), have each group add their coin values together to determine how much that group is worth.
7. Each group will share which coins they have and the sum value of those coins.
8. Assign a different locomotor skill and play the music again to continue.

### ASSESSMENT

- The teacher evaluates the students' recognition of each coin and its value by the total amount being recorded in the group.
- The students evaluate themselves through peer evaluation as to the value of the group.
- The teacher evaluates the students' locomotor patterns through observation and recording on a check sheet for each student.

### DIFFERENTIATE

- This lesson can be modified by using just one type of coin instead of all four coins.
- For younger students, have them sort themselves by coins and adding the number of coins in the group, rather than the value.
- Challenge older students to get into groups that add up to a designated total. For example, the teacher holds up \$1.25, then the students try to form groups that equal \$1.25.
- As an alternative for children who are unable to walk or run, invite your students to toss or roll a foam ball back and forth with a partner.

### RELATED

- [About the Mint](#) on U.S. Mint Coin Classroom

### STANDARDS

#### Common Core Standards

##### [CCSS.Math.Content.K.NBT.A.1](#)

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation

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(such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

[CCSS.Math.Content.1.NBT.B.2](#)

Understand that the two digits of a two-digit number represent amounts of tens and ones.