

Week at a Glance

This week students begin **Number Worlds**, Week 32 and continue working in Object Land.

Background

In Object Land, numbers are represented as groups of objects. This is the first way numbers were represented historically, and this is the first way students naturally learn about numbers. In Object Land, students work with real, tangible objects and with pictures of objects.

Teaching for Understanding

As students engage in these activities, they will learn to move back and forth among objects and numbers and will apply their ability to count to 10. They will apply the skill of knowing that a group of objects can be labeled with a number to show the group's size.

Observe closely while evaluating the Engage activities assigned for this week.

- Are students making observations?
- Are students determining correct set size?
- Are students making comparisons that identify more and less?
- Are students using information they discover to solve problems and answer questions?

Skills Focus

Recognize the features of a penny and a \$1 bill.

Weekly Planner

Lesson	Learning Objectives	
pages 452–453	Students will examine and compare pennies and dollar bills.	
2 pages 454–455	Students will compare sets of pennies and compare sets of dollar bills.	
5 pages 456–457	Students will increase the size of a set of pennies or a set of dollar bills by adding 1 or 2 to the set.	
pages 458–459	Students will decrease the size of a set of pennies or a set of dollar bills by subtracting 1 from the set.	
pages 460–461	Review and Assess Students will review and reinforce skills and concepts learned this week and in previous weeks.	
Project pages 462-463	Students recognize the value of a penny, count sets of pennies, and add and subtract pennies.	

Math at Home



Give one copy of the Letter to Home, page 32, to each student. Encourage students to share and complete the activity with their caregivers.



How Students Learn

As they begin this week's activities, students will have already learned to count small groups of objects and identify set size, especially when counting up from 1. They will also understand the concepts of more and less.

By the end of the week, students should apply the understanding that adding 1 or 2 objects to a set increases the set size to the next or the following number up, and they should be able to use this knowledge to make predictions.

Key Standards for the Week

Domain: Counting and Cardinality

Cluster: Count to tell the number of objects.

K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Domain: Operations and Algebraic Thinking

Cluster: Understand addition as putting together and adding to, and

understand subtraction as taking apart and taking from.

mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA1 Represent addition and subtraction with objects, fingers,



Materials		Technology (- o -
Materialspennies,* 1 per student\$1 bills,* 1 per student		Teacher Dashboard
 Materials pennies,* 10 per student \$1 bills,* 8 per student blank paper 		Teacher Dashboard
Materialspennies,* 9 per student\$1 bills,* 4 per student		Teacher Dashboard Coins and Money Tool
Materialspennies,* 8 per student\$1 bills,* 8 per student		Teacher Dashboard Coins and Money Tool
Program Materials Assessment, pp. 74–75, 97–99	 Additional Materials pennies,* 10 per student \$1 bills,* 8 per student blank paper 	Teacher Dashboard Review previous activities.
 Materials game materials used in Week 31 pennies* \$1 bill* plastic cup, 1 per group re-sealable plastic bags, 1 per student 		
	*Available from McGraw-Hill Education	

Available from McGraw-Hill Education

Conceptual Development Activity

Activity 1, p. 6: Students use objects and number names to represent quantities to 5.

Lesson 1

Objective

Students will examine and compare pennies and dollar bills.

Standard



K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Vocabulary

- Penny: A small copper coin. 100 pennies equals 1 dollar.
- Subtract: To take one number away form another.

Creating Context

Working with a partner is helpful to English Learners because partner work often provides opportunities to interact more easily. A partner who is bilingual or proficient in English can help an English Learner respond more quickly and comfortably.

Materials

Warm Up

- pennies, 1 per student
- \$1 bills, 1 per student

Engage

- pennies, 1 per student
- \$1 bills, 1 per student

WARM UP

In My Pocket

Before beginning the whole-class activity Look at This!, use the In My Pocket activity with the whole class.

Purpose

In My Pocket introduces students to the penny and the dollar bill and what they are used for.



Warm-Up Card 17

Progress Monitoring

If... students have difficulty remembering which is a penny and which is a dollar bill,

▶ **Then...** allow them to make up and share their own idea for knowing which is which.

Teacher's Note



Encourage students to share instances when they have seen and used pennies and dollar bills, such as at home or when they went shopping with family.

ENGAGE

Look at This

"Today we will look at two different kinds of money and talk about what we notice about each one. We will also talk about which kind of money is worth more."

Follow the instructions on the Activity Card Look at This.



Activity Card 40

Purpose

Students identify and compare two kinds of money: pennies and dollar bills.

Progress Monitoring

If... students have difficulty counting all the way to 100,

Then... allow the class to count together so that some students can model others' counting.

Interactive Differentiation



Consult the **Teacher Dashboard** for Differentiated Instruction groupings. You can also use performance on the Engage activity to guide students.

Independent Practice

Students should practice describing a penny and a dollar bill. Students will take turns telling the group one characteristic about either a penny or a dollar bill, without telling which one they are describing. The group is to guess which kind of money is being described.

Supported Practice

For additional support in comparing a penny to a dollar bill, students will work with counting to 100.

- Place a pile of 100 pennies and 1 dollar bill in front of the group.
- Review that the dollar bill is worth this many pennies.
- Review that 100 is much bigger than 1.
- Ask students if they remember how many pennies that is.
- Discuss and determine the correct answer as 100.
- Allow the group to count the pennies to verify the amount and to practice their counting skills.



Ask questions such as the following:

- ▶ Can you describe some things that you found on both the penny and the dollar bill? Answers will vary.
- ▶ Why did we count all the way to 100 when we talked about how much a dollar bill is worth? Because there are 100 pennies in 1 dollar, a dollar is worth much more than a penny.



Informal Assessment

In My Pocket	Look at This
Did the student	Did the student
☐ respond accurately?	$\ \square$ make important observations?
☐ respond quickly?	$\ \square$ extend or generalize learning?
☐ respond with confidence?	$\ \square$ provide insightful answers?
□ self-correct?	\square pose insightful questions?
Teacher Tips	
 Build confidence by allowing students to determine when they will volunteer information. 	 Improve observation skills by allowing students to verify one another's description of the money.
 Improve accuracy of responses by having pairs of students discuss answers to questions before responding. 	 Build insightful questioning by allowing students to ask one another about the characteristics of the penny and the dollar bill.
 Build speed of responding by repeating questions, especially for those students who had difficulty the first time but eventually answered correctly. 	 Improve generalizing of learning by allowing students to discuss other times when they have compared larger and smaller.

Lesson 2

Objective

Students will compare sets of pennies and compare sets of dollar bills.



K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Vocabulary

- Penny: A small copper coin. 100 pennies equals 1 dollar.
- Subtract: To take one number away form another.

Creating Context

Help English Learners expand their vocabulary by discussing the way we can describe an amount that is larger. Make a list of words such as bigger, greater, and more than. Refer to the list when making comparisons.

Materials

Warm Up

pennies, 10 per student

Engage

- pennies, 10 per student
- \$1 bills, 8 per student)
- blank paper



This Many!

Before beginning the whole-class activity Piles of Pennies and Dollars, use the This Many! activity with the whole class.

Purpose

Students will use the skill of counting up to 10 for counting a set of pennies.



Warm-Up Card 18

Progress Monitoring

If... students have difficulty counting to 10,

Then... allow them to count with a partner who can count all the way to 10.

Teacher's Note



Students sometimes count more accurately and quicker by being allowed to touch each object when counting. Have the students arrange their set of pennies so that they can touch and count in an organized way.

ENGAGE

Piles of Pennies and Dollars

"Today we will use our counting skills to compare two sets of pennies and two sets of dollar bills "

Follow the instructions on the Activity Card Piles of Dollars and Pennies.

Purpose

Students will determine which set of coins or which set of dollar bills is larger. Students will discuss which set is worth more.



Activity Card 41

Progress Monitoring

If... students have difficulty determining the set of more worth, **Then...** provide objects that can be purchased, such as penny toys, so that students can also see that one set of toys is larger than the other.

Interactive Differentiation



Consult the *Teacher Dashboard* for Differentiated Instruction groupings. You can also use performance on the Engage activity to guide students.

Independent Practice

Students should practice set size by using their penny and dollar bill manipulatives. Students will take turns creating two sets of pennies or dollar bills. The will count each set silently and then announce which set is bigger. The group will verify this by counting each set aloud.

Supported Practice

For additional support in comparing set size, students will work with their penny and dollar bill manipulatives.

- Place 10 pennies and 8 dollar bills in front of the group.
- Allow each student a turn to decide which kind of money he or she wants to work with.
- Allow that student to make two sets of different amounts.
- Have the group discuss, count, and touch the money and decide which set is larger.



Ask questions a such as the following:

- ▶ Can you describe a time when you used pennies or dollar bills to buy something? Answers will vary.
- ▶ How did you know that one set was smaller or larger than the other? Answers will vary.



Informal Assessment

This Many!	Piles of Pennies and Dollars
Did the student	Did the student
☐ respond accurately?	$\hfill\Box$ pay attention to the contribution of others?
☐ respond quickly?	$\hfill\Box$ contribute information and ideas?
☐ respond with confidence?	☐ improve on a strategy?
□ self-correct?	$\ \square$ reflect on and check accuracy of work?
Teacher Tips	
 Improve confidence by having students who 	• Build attention to others by having students check the work of a classmate.
respond correctly, repeat their answer for the class to hear again.	 Build contribution of ideas by allowing students to lead the activity and to choose the size of sets to compare.
 Build self-correcting skills by allowing classmates to verify a response given by another student. 	 Improve accuracy of work by allowing students to review their answers before sharing them with the class.
 Improve accuracy by having students touch the coins as they count them for the first time. 	

Lesson 3

Objective

Students will increase the size of a set of pennies or a set of dollar bills by adding 1 or 2 to the set.

Standard



K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Vocabulary

- Penny: A small copper coin. 100 pennies equals 1 dollar.
- Subtract: To take one number away form another.

Creating Context

Working with concrete objects helps English Learners connect new vocabulary with concept learning. Have students add additional objects, one by one, to a set of three objects. Have them count the total number in the set after each addition. Guide students to the observation that the set gets bigger each time we add an object.

Materials

Warm Up

pennies, 9 per student

Engage

- pennies, 4 per student
- \$1 bills, 4 per student

WARM UP

Pennies and More Pennies

Before beginning the whole-class activity Teacher's Helpers, use the Pennies and More Pennies activity with the whole class.

Purpose

Students will increase a set by 1 or 2.



Warm-Up Card 19

Progress Monitoring

If... students have difficulty counting the items in a set,

Then... allow them to touch each coin or bill as they count aloud.

Teacher's Note



Encourage students to use the correct vocabulary words when counting pennies or dollar bills.

ENGAGE

Teacher's Helpers

"Today we will work with sets of pennies and sets of dollar bills. We will make the sets bigger and find out how many we have altogether."

Follow the instructions on the Activity Card Teacher's Helpers.



Activity Card 42

Purpose

Students count out a set and determine the new total when items are added

Progress Monitoring

If... students cannot determine how many are in the set,

Then... allow them to share ideas for how to find a total quickly, such as arranging the coins or bills in a pattern.

Interactive Differentiation



Consult the **Teacher Dashboard** for Differentiated Instruction groupings. You can also use performance on the Engage activity to guide students.

Independent Practice



Students should practice adding to sets by using the Coins and Money Tool. Students will take turns dragging pennies or dollar bills onto the workspace. The student will announce that he or she will add either 1 or 2 more pennies to the set. The group will predict what the new set total will be. After the additional money is placed onto the workspace, the group verifies their prediction.

Supported Practice



For additional support in adding to sets, students will work with the Coins and Money Tool.

- Allow each student a turn dragging a set of pennies or dollar bills onto the workspace.
- Have another student decide whether 1 or 2 more will be added to the set.
- Allow the group to predict what the new total will be.
- Once the new set is created, have the entire group verify its prediction.



Ask questions such as the following:

- ▶ How can you quickly find out how many pennies or dollar bills are in a set? Answers will vary. Students may describe subitizing.
- ▶ Can you describe a time when you had some pennies and you got 1 or 2 more? Answers will vary.



Informal Assessment

Pennies and More Pennies	Teacher's Helpers
Did the student	Did the student
☐ respond accurately?	\square make important observations?
☐ respond quickly?	\square extend or generalize learning?
☐ respond with confidence?	□ provide insightful answers?
□ self-correct?	\square pose insightful questions?
Teacher Tips	
 Build accuracy of responses by allowing students to explain the reasoning for their answers. 	 Improve observation skills by having students check one anothers' creation of sets.
 Build confidence by allowing students to lead the activity. Improve self-correcting skills by discussing how students are sure of how many pennies in their set. 	 Improve generalization of learning by allowing students to describe
	other situations when they have added to a set.
	 Improve insightfulness of questioning by allowing student to lead the activity and ask the questions about the set increases.

Lesson 4

Objective

Students will decrease the size of a set of pennies or a set of dollar bills by subtracting 1 from the set.

Standard



K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Vocabulary

- Penny: A small copper coin. 100 pennies equals 1 dollar.
- Subtract: To take one number away form another.

Creating Context

Some English Learners have difficulty pronouncing the final /s/ in plus and minus. When English Learners practice using the operation signs have them repeat their pronunciation to make sure that they are correct.

Materials

Warm Up

pennies, 6 per student

Engage

- pennies, 8 per student
- \$1 bills, 8 per student

One Penny Gone

Before beginning the whole-class activity A Hole in my Pocket, use the One Penny Gone activity with the whole class.

Purpose

Students will use their subtraction skills with a set of pennies.



Warm-Up Card 20

Progress Monitoring

If... students cannot mentally subtract,

Then... allow them to regroup the pennies with one penny placed off to the side to show subtraction.

Teacher's Note



Encourage students to use the words subtract and subtracting when working with their sets.

ENGAGE

A Hole in my Pocket

"Today we will subtract pennies or dollar bills from a set. We will discuss how many pennies or dollars are left after we subtract."

Follow the instructions on the Activity Card A Hole in My Pocket.

A Hole in My Pocket

Activity Card 43

Purpose

Students will use their subtraction skills to subtract 1 or 2.

Progress Monitoring

If... students cannot quickly respond with the correct answer,

Then... allow the sufficient time to physically regroup their set to show the subtraction.

Interactive Differentiation



Consult the **Teacher Dashboard** for Differentiated Instruction groupings. You can also use performance on the Engage activity to guide students.

Independent Practice



Students should practice subtracting from sets by using the Coins and Money Tool. Students will take turns dragging pennies or dollar bills onto the workspace. The student will announce that he or she will subtract either 1 or 2 more pennies from the set, by using the trash can. The group will predict what the new set total will be. After the money is removed from the workspace, the group verifies its prediction.

Supported Practice



For additional support in subtracting from sets, students will work with the Coins and Money Tool.

- Allow each student a turn dragging a set of pennies or dollar bills onto the workspace.
- Have another student decide whether 1 or 2 pieces of money will be subtracted from the set.
- Allow the group to predict what the new total will be.
- The pennies or dollar bills will be removed using the trash can.
- Once the new set is created, have the entire group verify its prediction.



Ask questions such as the following:

- ▶ How would you describe a set that you have taken pennies away from? Answers will vary. Students should describe a set that has fewer items in it.
- ▶ What does *subtracting* mean? Students should use words that describe an amount getting smaller.



Informal Assessment

One Penny Gone	A Hole in my Pocket
Did the student	Did the student
☐ respond accurately?	$\hfill\Box$ pay attention to the contribution of others?
☐ respond quickly?	$\hfill\Box$ contribute information and ideas?
☐ respond with confidence?	☐ improve on a strategy?
□ self-correct?	$\hfill\Box$ reflect on and check accuracy of work?
Teacher Tips	
Improve accuracy by allowing student to re-count	 Build attention to others by allowing students to verify one anothers' answers.
their sets before responding.	Build contribution of ideas by allowing
 Improve confidence by allowing a variety of explanations for knowing correct answers. 	students to lead the activity and make up the story about the set of pennies.
	 Improve accuracy of work by having students explain the reasoning for their
 Decrease response time by repeating questions that students have answered correctly but slowly the first time. 	answers.

Lesson 5 Review

Objective

Students will review and reinforce skills and concepts learned this week and in previous weeks.

Standards (0088)



K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Creating Context

Have English Learners work in pairs or small groups to describe sets of pennies and dollar bills. Provide sentence frames such as "The set of pennies on my desk is than the set of pennies on the paper.

Materials

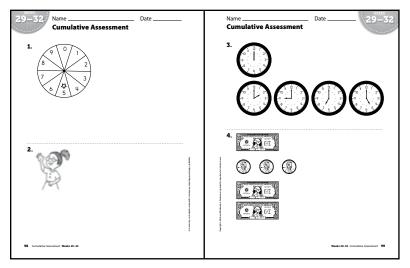
Warm Up

- pennies, 10 per student
- \$1 bills, 8 per student

- pennies, 10 per student
- \$1 bills, 8 per student
- blank paper

Cumulative Assessment

After Lesson 5 is finished, students should complete the Cumulative Assessment, Assessment, pages 97–99. Using the key on Assessment, page 97, identify incorrect responses. Reteach and review the activities to reinforce concept understanding.



Cumulative Assessment, pp. 98-99

In My Pocket

Before beginning the Free-Choice activity, use the In My Pocket activity with the whole class.

Purpose

Students will recognize the penny and the \$1 bill, and identify what they are used for.



Warm-Up Card 17

Progress Monitoring

If... students cannot individually describe a penny or a dollar bill,

Then... allow the students to work in pairs and discuss possible descriptions to share with the class.

ENGAGE

Free-Choice Activity

For the last day of the week, allow students to choose an activity from the previous lessons. Some activities they may choose include the following:

- Object Land: Piles of Pennies and Dollars
- Object Land: Teacher's Helpers
- Object Land: A Hole in my Pocket

Progress Monitoring

If... students would benefit from extra practice on specific skills,

Then... choose an activity for them.

Interactive Differentiation



Consult the **Teacher Dashboard** for Differentiated Instruction groupings. You can also use performance on the Engage activity to guide students.

Independent Practice



Students should practice adding and subtracting from sets by using the Coins and Money Tool. Students will take turns dragging pennies or dollar bills onto the workspace. The student will announce that he or she will add or subtract either 1 or 2 pieces of money. The group will predict what the new set total will be. Then the group verifies its prediction.

Supported Practice



For additional support in adding and subtracting pennies and dollar bills, students will work with the Coins and Money Tool.

- Allow each student a turn dragging a set of pennies or dollar bills onto the workspace.
- Have another student decide whether 1 or 2 pieces of money willabe added or subtracted.
- Allow the group to predict what the new total will be.
- Once the new set is created, have the entire group verify its prediction.

REFLECT

Extended Response

Ask questions such as the following:

- ▶ What did you like about working with pennies and dollar bills?
- ▶ Was there anything about working with money that you did not like?
- ► What did you learn about the penny?
- ► What did you learn about the dollar bill?



Formal Assessment 🗸



Have students complete the weekly test on *Assessment*, page 75.

Record formal assessment scores on the Student Assessment Record, Assessment, page 100.

Name Test	Dat	е
1.	INITID STATES OF AMERICA CO	
2. 3 3		
3.	P P	8888
		Week 32 Test The Dollar Bill and the Penny 75

Assessment, p. 75

Project Preview

This week students will learn the value of a penny and a dollar and how to count each denomination. In Weeks 29-31, students have explored dials, numerals, and times. They used these skills to develop an invitation to a carnival, signs for the carnival, and a carnival game. This week students will culminate their work by counting pennies to spend at the carnival and playing the games.

Project-Based Learning

Standards-driven Project-Based Learning is effective in building deep content understanding. Project-Based Learning increases long-term retention of concepts and has been shown to be more effective than traditional instruction. By completing a project to answer an essential question, students are challenged to apply and demonstrate mastery of concepts and skills by expressing understanding through discussion, research, and presentation.

Essential Question

Exceeds Expectations

How can I use counting, time, and money to plan a classroom carnival?

Project Evaluation Criteria

Review project evaluation criteria with students prior to beginning the project.

☐ Advanced math vocabulary is used. ☐ Student shows a full knowledge and understanding of the math concepts. ☐ Student is able to answer all questions about the math concepts. ☐ Project is exceptionally prepared for sharing. ☐ Project is correctly organized, includes all required elements, and has additional information. **Meets Expectations** ☐ Math vocabulary is used correctly. ☐ Student shows knowledge and understanding of the math concepts most of the time. ☐ Student is able to answer most questions about the math concepts. ☐ Project is prepared for sharing. ☐ Project is correctly organized, and all required elements are included. **Does Not Meet Expectations** ☐ Math vocabulary is not used correctly. ☐ Student does not show knowledge and understanding of the math concepts. ☐ Student is unable to answer questions about the math concepts. ☐ Project is not prepared for sharing. ☐ Project is not correctly organized, and some elements are missing.



Objective

Students recognize the value of a penny, count sets of pennies, and add and subtract pennies.

Standards



K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Materials

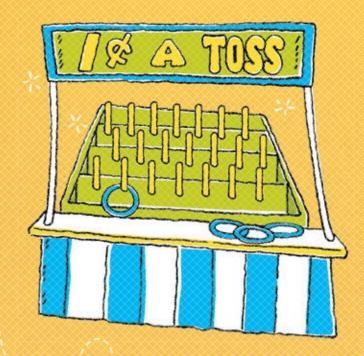
- game materials used in Week 31
- pennies
- \$1 bill
- plastic cup, 1 per group
- re-sealable plastic bags, 1 per student

Prepare Ahead

Place the materials for each group in a pile around the room where you think that game should be located, arranging the groups in sequential order. Move any furniture needed to allow flow of students around the room. Count pennies to equal the number of created games, and place them in a re-sealable plastic bag for each student. If manipulatives are not available, you can use brown circles of construction paper to represent the pennies.

Best Practices

- Allow active learning with noise and movement.
- Select and provide the appropriate materials.
- Make decisions and contingency plans ahead of time.





Introduce

- ▶ Today is the day for our carnival. Think about all the things we need to do to get ready.
- ▶ When you are at the carnival, how do you pay for the games you play? Possible answer: The adult with me bought tickets that I could use to play games.
- ▶ What are some different kinds of money? Possible answers: dollars and pennies

Hold up a dollar.

▶ What is this called? a dollar

Hold up a penny.

▶ What is this called? a penny Which is worth more? a dollar

Observe whether any student has difficulty identifying the denominations of a penny and a dollar.

Explore

- ▶ Today we are going to play our games. To make sure it is fair, we will all get to play the same number of games.
- ▶ We are each going to get enough pennies to play every game once.

Give each student a bag of pennies.

▶ Let's count to see how many pennies we have.

Take one penny from your bag.

► How many are there? one

Take another penny from your bag.

▶ How many are there when we add one? two

Repeat until the students have counted all pennies.

▶ When you want to play a game, give the person in charge one penny.

Model for students how to give a penny to the game leader. Ask a student to be the game leader. Place one of your pennies into the plastic cup.

▶ I had _____ pennies, but I just gave one penny away. How many pennies do I have now? Whatever number is one less than the set of pennies

Model this until all students understand.

- ▶ When all of your pennies are used, you should return to the game you made.
- ▶ Let's get our games ready.

Allow time for the groups to set up their games.

► Now it's time to play our games.

Explain that one half of the class will lead the games, and one half of the class will play the games. Then they will trade places.

Rotate to each group. Choose students to play and students to lead. Allow the students who are playing to choose the games they would like to play.

After students have used all their pennies, have them switch roles.

Wrap Up

- ▶ What was your favorite part? Did you prefer planning the games or playing the games? Answers will vary.
- ▶ Name the games you would play again if you had more time or more pennies. Answers will vary.

If time permits, invite guests to try the carnival games.

Teacher Reflect
☐ Did I define vocabulary words clearly and correctly?
☐ Did students focus on the major concept of the activity?
☐ Did I adequately explain and discuss the Wrap-Up questions with students?



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