Crazy Coins – Kindergarten

Lesson Summary:
In this lesson, students learn to identify coins and the value of the coins by experiencing numerous hands-on activities. Introduce one coin at a time and use various activities to create understanding of that coin before introducing another coin. Many students struggle to go from the concrete to the abstract. It is important to reinforce these developmental concepts throughout the year.

Estimated Duration: 2 hours and 30 minutes over seven instructional sessions

Commentary:
Money is a difficult concept for many students to grasp, so it is very important to continue to reinforce this concept throughout the year. Introducing all three coins listed in the indicator at one time would be very confusing and overwhelming for the students. The value of money is an abstract concept that is difficult for many students to grasp. There are many trade books available for teaching and reinforcing this concept.

Ohio Standards Connection
Number, Number Sense and Operations
Benchmark D
Determine the value of a collection of coins and dollar bills.
Indicators 9
Identify and state the value of a penny, nickel, and dime.

Pre-Assessment:
Assess students’ ability to identify coins during center time.
• Randomly place coins on the table. Point to each coin and have the student name the coin.

Scoring Guidelines:
Use + if the student answers correctly and – if the student answers incorrectly. Record date and comments on Attachment A, Checklist for Pre- and Post-Assessment.

Post-Assessment:
Post-assess students individually or during center time.
• Randomly place coins on the table. Point to each coin, having the student name the coin and tell its value.

Scoring Guidelines:
In this assessment, the student demonstrates the ability to identify each coin and state the worth/value of the coin. Use + if the student answers correctly and – if the student answers incorrectly. Record date and comments on Attachment A, Checklist for Pre- and Post-Assessment.
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Instructional Procedures:

Part One – penny
1. Show the students a penny and ask them what they know about the penny.
2. Model how to create a rubbing of a penny and explain to students that this activity will be completed at the math center.
   a. On a piece of cardboard, glue two real pennies, one heads-up and one heads-down. Place white paper, brown (copper) crayons, and these coins at the center for the students.
   b. Show students how to place the sheet of paper over the cardboard and then carefully use the crayon to rub over the pennies.
3. Observe small groups of students at the center. Have students use magnifying glasses to observe the coins and rubbings. Have students share their observations with the group.
4. Ask students leading questions such as:
   • What is the name of this coin?
   • What color is it?
   • How much is this coin worth?
   • What is the value of a penny?
5. Give each student a large sheet of construction paper, folded in half, for the coin portfolio. Students file the penny rubbing in their coin portfolio.

Part Two – penny
6. Write “penny” on chart paper. Give the students a copy of the enlarged coin on Attachment B, Pennies, Nickels and Dimes. Ask students questions regarding characteristics of the coin. Record the characteristics on the chart. Sample questions:
   • What shape is this coin?
   • What color is this coin?
   • Who is on the front of this coin?
   • What is on the back of the coin?
   • Where is the value of the coin printed? Point to where it is printed.
   • Is the edge of the coin smooth or ridged?
7. Practice counting pennies.
   a. Give examples of items and prices and have students show how many pennies are needed to pay for the item.
   b. Show students a collection of pennies. Have them determine the value of the pennies.
8. Students place the penny sheet in their coin portfolios. For closure to Part Two, ask students to tell something they learned about the penny.

Part Three – nickel
9. Show students a nickel. Ask them what they know about the nickel. Ask them if they think they can buy more or less with a nickel than a penny.
10. Review the process for making a coin rubbing. Prepare by gluing two nickels to a piece of cardboard.
11. Observe students as they work in the center. Have students use magnifying glasses to observe the coins and rubbings. Have students share their observations with the group.
12. Ask students leading questions such as:
   • What is the name of this coin?
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- What color is it?
- How much is this coin worth?
- What is the value of a nickel?

13. Students file the nickel rubbing in their coin portfolio.

Part Four – nickel

14. Write “nickel” on chart paper. Distribute the enlarged nickel from Attachment B. Ask the students questions regarding characteristics of the coin. Record the characteristics on the chart. Sample questions:
   - What shape is this coin?
   - What color is this coin?
   - Who is on the front of this coin?
   - What is on the back of the coin?
   - Where is the value of the coin printed?
   - Is the edge of the coin smooth or ridged?

15. Create a chart for student comments. Have students compare and contrast the penny and the nickel. Use the large pictures from Attachment B. Record comparisons of size, color, name, and value on a two-column chart.

16. Students place the nickel in their coin portfolios. For closure to Part Four, ask students to tell something they learned about the nickel.

Part Five – nickels and pennies

17. Review the characteristics of a nickel. Show the enlarged nickel from Attachment B and have students note the value of a nickel. Tape this coin to the board. Ask, “How many pennies equal the value of one nickel?” Use five enlarged pictures of the penny from Attachment B and tape it beside the nickel for a visual display of the coin exchange.

18. Ask, “Which would be easier to carry around, five pennies or a nickel?” Discuss rationales for which coin combination students would rather have.

19. Distribute Attachment C, How Many Pennies?, and Attachment D, Pennies for Parts Five and Seven. Students color the nickel and pennies with the appropriate colors. Students cutout the pennies and paste one penny in each box at the top of the sheet.

20. When completed, review that 5 pennies have the same value/worth as one nickel. Place this paper in the coin portfolio.

Part Six – dime

21. Introduce a dime and ask students what they know about the coin.

22. Have the students complete rubbings of the dime using the same procedures for the penny and nickel.

23. Have students use magnifying glasses to observe the coins and rubbings. Have students share their observations with the group. Have students file the dime rubbing in their coin portfolio.

24. Ask students questions such as:
   - What is the name of this coin?
   - What color is it?
   - How much is this coin worth?
• What is the value of a dime?

Part Seven – dimes, nickels and pennies
25. Write “dime” on chart paper. Show students the enlarged dime from Attachment B. Ask students questions regarding characteristics of the coin. Record the characteristics on the chart. Sample questions:
• What shape is this coin?
• What color is this coin?
• Who is on the front of this coin?
• What is on the back of the coin?
• Where is the value of the coin printed?
• Is the edge of the coin smooth or ridged?
26. Review what students know about the penny and nickel from previous lessons.
27. Show the enlarged dime and have students determine the value of a dime. Ask, “How many pennies equal the value of one dime?” Tape ten enlarged pennies beside the dime for a visual display of the coin exchange.
28. Ask, “Which would be easier to carry around, ten pennies or a dime?” Discuss rationales for which coin combination students would rather have.
29. Distribute Attachment C, How Many Pennies?, and Attachment D, Pennies for Parts Five and Seven. Students color the dime and pennies with the appropriate color and cutout the coins. Students only need to cutout the front side of the coin.
30. Give each student a sentence strip. Have students glue the dime to the center of the strip, and then glue two groups of five pennies on the sentence strip; i.e., five pennies to the left and five pennies to the right of the dime. This visually shows that 10 pennies equal one dime. Review with the students that 10 pennies have the same value/worth as one dime. Show the students how to attach the ends of the sentence strip to make a hat. The dime is at the bill of the hat.
31. For closure of this lesson, review these coins with the students by asking questions such as:
• How much is a dime worth?
• How much is a nickel worth?
• How much is a penny worth?
• What color is a penny? nickel? dime?
• Which coin is worth the most? the least?

Instructional Tip:
To enhance understanding, create a coin bulletin board. Use the enlarged coins to remind students of the names and values of the coins. Show conversions of coins also.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).
• For students in need of additional support, have them create a reminder sheet for their desk. Use a sentence strip and divide it into thirds by drawing a line between the thirds. In each
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section have the student write the name of the coin, paste a picture of the coin, and label its value. Students use this reminder sheet when necessary.

- Students list coin conversions between pennies, nickels, and dimes.
- Have students create a card game of “Go Fish.” Paste pictures of coin combinations on cards, and the matching amounts on cards. Students ask for the amount matching their card.

Extensions:
- Set up a reward system using play money. When a student displays a random act of kindness, put a penny in the class jar. When the jar is full, the class counts the pennies to help reinforce they are only worth one cent. Celebrate this goal by having a class party as a reward for their good behavior.
- In the dramatic play center, create a store/bank situation using a cash register and coins. This provides another opportunity for children to use money in a “real-world” situation.

Home Connections:
- Students take the coin portfolio home and there discuss with someone the characteristics of the coins.
- Students draw a picture of what they would want to purchase if they were a coin. Students return the drawing to school for further discussion and display in the classroom.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: chart paper, markers, crayons, colored pencils, collection of pennies, nickels, and dimes, sentence strips, construction paper

For the student: crayons, clear reseal able bags, scissors, glue

Vocabulary:
- cents
- coins
- dime
- nickel
- penny
- worth
- value
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**Technology Connection:**
Use an overhead projector and overhead money to present this lesson.

**Research Connection:**

**General Tips:**
- Student coin portfolios provide a window into students’ thinking and learning. Portfolios provide a multidimensional view of students’ development and achievement.
- Prepare 15 enlarged pictures of the penny for parts five and seven of the lesson to display next to the pictures of enlarged nickel and dimes

**Attachments:**
Attachment A, *Checklist for Pre- and Post-Assessment*
Attachment B, *Pennies, Nickels and Dimes*
Attachment C, *How Many Pennies?*
Attachment D, *Pennies for Parts Five and Seven*
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Attachment A
Checklist for Pre- and Post-Assessment

* Use + if correct answer, use – if incorrect answer, and record the date.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Identifies Penny</th>
<th>Identifies Nickel</th>
<th>Identifies Dime</th>
<th>States Value of Penny</th>
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Attachment B
Pennies, Nickels and Dimes

penny
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Attachment B (continued)
Pennies, Nickels and Dimes

nickel
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Attachment B (continued)
Pennies, Nickels and Dimes

dime
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Attachment C

How Many Pennies?

______

nickel

______

dime
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Attachment D
Pennies for Parts Five and Seven