

A Penny for Your Thoughts

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Overview: Money. The students will be engaged in discussions and activities on the monetary value of things, identification of American currency, the minting of coins, and values of specific coins. They will interact with a video, interactive web site, and hands on games.

Grades: K-2

Time Allotment: 60 minutes

Subject Matter: Math, Money

Learning Objectives:

Students will be able to:

- Recognize that the value of an item depends on different things
- Describe that the value of an item can be defined as a monetary number
- Identify coins / bills up to one dollar and name some of the characteristics
- Match like coins with their value
- Describe how a coin is made
- Exchange coins of lesser value for a single coin or bill
- Select correct coins needed to buy item

Standards:

This lesson addresses Virginia Standards of Learning in Mathematics

Mathematics:

K.9: to recognize a penny, nickel, dime, and quarter

1.10 to identify the number of pennies equivalent to a nickel, a dime, and a quarter

2.11 count, compare, and make change, using a collection of coins and one-dollar bills

Please refer for explanation to Virginia Department of Education web site:
<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

Media Components:

Video: *Reading Rainbow #1303*

Saturday Sancocho

Web Sites:

1. The U.S. Mint for Kids (Coin Memory Machine Game)
<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/games/memmachine.cfm> This is a coin matching game. Matching heads and tails with an assortment of 20 different coins.
2. The U. S. Mint for Kids (The Birth of a Coin)
<http://www.usmint.gov/kids/components/flashmovies/birthofacoin/birthofacoin.swf> This is an animated story of how a coin is made from the artist to distribution with 24 animated slides with sound.
3. Primary Games (Spending Spree)
http://www.primarygames.com/Spending%20Spree/question_1.htm Two toys will pop up and the student selects one. The price will appear along with two choices of coins. When the correct change is selected, a cash

registrar will ring, if wrong- then student will try again.

Materials:

Per class:

- Picture cards with favorites that children desire (i.e. Barbie dolls)
- Paper, cardboard, or overhead coins
- 2 sets of money cards for relay races
- Assortment of change (coins) for relay race

Per cooperative groups of students:

- 2 dice
- Money mat (provided but not necessary)
- Bag containing 20 pennies, 20 dimes, 1 dollar-paper, plastic, or real coins

Preparation for Teacher

The teacher should gather some pictures from magazines or newspapers of items that the students could relate to (i.e. GameBoy, Barbie doll, football, and skates). Preview and cue the video as indicated in the Learning Activities section. The teacher could have each Internet site book marked for easier access. Gather bags of coins for game, dice, and run off copies of money mat-one for each group. Make cards with money denominations on it for relay game and use collection of coins for this game. The teacher should cue the video used and book mark the web sites ahead of time.

Introductory Activity

1. The teacher will show some pictures cut from magazines or newspapers of items for sale and generate discussion as to what they might be worth to buy. Ask for different opinions steering them in the direction of different values that might be different for different people. This is a lead in to the video clip on values of baseball cards.
2. Tell the students that different things have different values to different people like you just saw with the pictures. Some things have different values of other reasons. We are now going to watch a video about a boy named Jimmy who collects baseball cards.
3. CUE the video, **Reading Rainbow 1303 Saturday Sancocho** to after the book is read, interviews children and LeVar visiting a yard sale looking at a piggy bank. Provide the students with a FOCUS FOR MEDIA INTERACTION by asking them to see how knowing about values of things is important but also how it is different for different people. Say “ You have now seen how the value of something is different to different people and for different reasons. One example might be the value of a baseball card.”
4. Provide your students with a focus for Media Interaction: Say: “I want you to listen to Jimmy as he tells you some things that might make a card valuable” START the video at the beginning of the segment as Jimmy is looking at baseball cards. PAUSE when you see Jimmy pitching ball to his father and mentions a Davy Well’s card. Repeat the question and

ask for responses (answer: “if player does amazing things”- is famous).

5. Provide your students with a focus for Media Interaction: Say, “Listen to see how Jimmy finds out the value of different cards”. RESUME and PAUSE when he is holding a *Beckett* book. Ask: “How does he find out the value?” (Answer: in a book)
6. Provide your students with a focus for Media Interaction:: Say: “Suppose Jimmy wants to trade a baseball card, what should he know?” RESUME and PAUSE when Jimmy is writing down the values of his cards in a yellow tablet and says “look it up”. (Answer: He should know the value of a card).
7. Provide your students with a focus for Media Interaction: Say, “After trading some baseball cards, Jimmy and his friends go to a store to buy some more cards. Listen to see how much a packet costs.” RESUME and PAUSE when the clerk takes his money. (Answer: \$2.00).
8. Provide your students with a focus for Media Interaction: Say: “What will make a card valuable?” RESUME and PAUSE after the clerk explains the values of cards. (Answer: age, condition, availability, no bends, no tears, “a perfect card”).
9. Provide your students with a focus for Media Interaction: Say: “I now want you to listen to hear some money values of the new cards the boys just got.” RESUME and PAUSE after she mentions the Ken Griffy, Jr. card. Check for answers in

monetary amounts. (Answers: 30 cents, 20 cents, 25 cents, \$1.00...).

10. To provide your students with a focus for Media Interaction: Say “Listen to see why this one card is so valuable”. RESUME and PAUSE after the clerk explains the printing run of the card. (Answer: only certain number of cards made- 448/2000). RESUME the video and STOP at the end of segment of the boys sitting on the lawn trading cards
11. Ask: “For Jimmy not to get cheated or lose money, what did he need to know?” (Answer: He needed to know the value of a card and he needed to know his money / currency.)

Learning Activities

1. Show students cardboard copies of coins or use overhead coins to review names of coins, pointing out characteristics of each. Discuss famous American Presidents on the coins and the symbols on the “tails” side.
2. Using a large screen monitor or single computer to instruct, go to the web site: <http://www.usmint.gov/kids/index.cfm?FileContents=/kids/games/memmachine.cfm>. Play this memory game of matching heads and tails of coins for identification purposes. Give all students a chance to play this game. To provide your students with a focus for Media

Interaction: Say, “Students, now that we have seen that each of the coins have a front and a back or “heads and tails” and that each coin is different, we are going to play a memory game to see if you can match them.”

3. Pass out magnifying glass and discuss parts of a coin. Point out date, words, and letter indicating where it is minted. (P – Philadelphia or D – Denver). Explain to the students what it means for a coin to be minted. This web site will take them on an animated tour of the mint to see the process of how a coin is minted. Go to this web site: <http://www.usmint.gov/kids/components/flashmovies/birthofacoin/birthofacoin.swf> . I suggest that this be done whole group. Provide your students with a focus for Media Interaction: Say “ Students, now we are going on a virtual animated tour of a mint to see how a coin is made.”
4. At this site the students will select an item for sale and then from two sets of coins for correct amount. A cash register will ring if correct. This can be done whole group or individually. This is very appropriate for Grades 1 and 2 and with guidance for Kindergarten. Go to this web site: http://www.primarygames.com/Spending%20Spree/question_1.htm . Provide your students with a focus for Media Interaction: Say “ Students, now that you know your coins, let’s see if you can use the right coins to buy a pretend toy on the computer. You

will select a toy then choose the right currency to buy it.”

Culminating Activity

1. Pennies, Dimes, and Dollars- The Money Game. Materials needed: 1 Money Exchange Mat, 2 dice, 20 pennies, 20 dimes, and 1 dollar bill. The students get in groups of 2 or 3. The bank starts off containing one dollar, 20 dimes, and 20 pennies. Players take turns rolling the dice, announcing the total, and placing the appropriate coins from the bank in the appropriate columns on the mat. As soon as a player has 10 pennies, he or she says “Exchange” and turns them in for a dime. At the end of any turn a player should have fewer than 10 pennies and fewer than 10 dimes. When someone gets 10 dimes, he or she exchanges them for a dollar, and the game ends.
2. Put the students in two groups and play a relay game. Take a pile of cards with various denominations on them and put in 2 stacks, one for each team. The difficulty will vary depending on grade level. Have the student draw a card, then run to “The Bank”, which will be the teacher with the money. They are to then take the correct coins that match the card. If correct, he or she will run back to the line for the next player to have his / her turn. If incorrect, give additional chances until correct. The team that finishes first will win.

Cross-Curricular Activities

Language Arts:

Read this book:

- *Alexander, who used to be rich last Sunday*, Viorst, J. (1978). NY: Atheneum.
- Make a class book with each student adding a dictated page or written page on what they would do if they had \$100.00. Make the cover of the book like a dollar bill.

Science:

- Clean pennies by soaking dirty pennies in 4 Tablespoons of salt and ½ cup of vinegar. Observe the changes and why. Use the term “chemical reaction”.
- Use a microscope or magnifying glasses to observe various coins. Look for Lincoln sitting in his chair in the Lincoln Memorial.
- Use balance scales to compare weights of coins.

Social Studies:

- Discuss and research the history of money, including bartering. There is a segment on **Reading Rainbow #203 Ox-Cart Man** showing bartering in colonial America.
- Study the presidents on American currency. Locate on a map where these presidents lived and where the buildings on the coins can be found. Discuss the American symbols found on coins or bills.
- Discuss the new quarters and from what states they are. Locate the states on an U.S. map. Go to this web site to see the actual quarters and let the students do jig saw puzzles with the new quarters. This

is the U.S. Mint for Kids site (Puzzle Mint) and the students can select any of the newly minted quarters and have 3 minutes to click and drag the puzzle pieces together to form the new quarter. A picture is provided for assistance.

<http://www.usmint.gov/kids/components/flashmovies/puzzlemint/Puzzlemint.html> To provide your students with a focus for Media Interaction: Say “ Now that we have seen some of the new quarters, let’s see if you can create one using a puzzle on the computer. There will be a picture to show you what it looks like if you don’t remember. You will need to click and drag the piece to its proper place.”

Math:

- Probability Game- Put a penny in a cup or just flip a penny, record or tally how many times the penny landed heads up / tails up. Compare the results. This addresses the standard of probability and 2 sided counters.
- Estimation Game- Estimate how many pennies are in a jar.
- Go to this web site for a cute, interactive story on saving money. <http://www.kidsbank.com/>

Art:

- Make crayon rubbings of coins.
- Go to the U.S. Mint for Kids web site (Cents of Color) and have the students paint new state quarters. <http://www.usmint.gov/kids/compon>

[ents/flashmovies/centsofcolor/cents_final.html](https://www.centsflash.com/flashmovies/centsofcolor/cents_final.html)

This site is updated as the new quarters come out. To provide your students with a focus for Media Interaction: Say “Now that you have seen some of the new quarters, how would you like to use your imagination and paint them on the computer. You will click on the color and fill the area on the quarter with your paint.”

Music:

Sing this song but change the coin and denomination to match the coin. Sing to the tune: “Farmer in the Dell”.

A penny is one cent.

A penny is one cent.

Oh, yes, I know that.

A penny is one cent.

Movement:

- Play “A Tisk It, A Task It” - just use a penny or another coin to drop.
- Play “Doggie, Doggie, Who Has the Bone” but hide a penny except change the verse to “Lincoln, Lincoln, Who Has the Penny”.

Community Connections

1. Take a field trip to a grocery store pointing out products and prices. Do comparison lessons to name brands and store brands.
2. Take a field trip to a bank or have a bank employer come talk to the students about different accounts, explaining interest-growing accounts. If at a bank, students would enjoy seeing the vault and safety deposit boxes.

3. Discuss students setting up a lemonade stand and what all they would need to do. *Reading Rainbow #1403 Lemonade For Sale* has an excellent segment on this.