



## A Tale of Two Quarters

**Subject:** Math

**Grade Level:** 2<sup>nd</sup>-3<sup>rd</sup> grade

**Summary:** Students will begin to understand how money passes through many different hands. Students will explore plot organization by designing a flow chart for a story about money changing hands.

### BIG QUESTION

How does money move from one place to another?

### TIMING

90 to 120 minutes

### LEARNING OBJECTIVES

- Students will begin to understand how money passes through many different hands.
- Students will explore plot organization by designing a flow chart for a story about money changing hands.

### MATERIALS

- "A Tale of Two Quarters" and "Heads or 'Tales'" worksheets
- Large construction paper (11" x 18")
- Hole puncher and string or yarn
- Markers or crayons
- The.Go\_Around.Dollar, by Barbara Adams (read aloud video link: <https://www.youtube.com/watch?v=grvhEl18SRg>)

### PROCEDURE

Read book (optional) and set up activity (15 minutes)

1. Assemble the students and read The.Go\_Around.Dollar, by Barbara Adams (optional). Discuss how money circulates.
2. Show the students two quarters. Tell them where you got the quarters (e.g., as change when you bought coffee this morning). Ask students to think about where the quarters were

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before you got them. Write on chart paper the beginning of a flow chart for these two quarters (in the first two boxes should be written where students guess they may have come from. The second box should be the coffee shop, and the third box should be you).

3. Ask students to imagine where the quarter might end up next, and then after that, and so on. Add this information to the chart.

### **Review flow charts and introduce activity (10 minutes)**

4. Stop and review flow charts with your class. Ask students how they think creating a flow chart before writing a story might help the author.
5. Explain to students that they will be writing, as a class, a fiction story about two quarters. Depending on which quarters you have, you can have the quarters start in one state and move to another. In this example, we will use two American Women Quarters: Anna May Wong (2022) and Bessie Coleman (2023). The quarters will start where your class is located. Then, they will travel across the country until they wind up in Texas, the home state of Bessie Coleman. The first thing the students will do together is to fill in a flow chart to organize the story line.

### **Complete flow chart (15 minutes)**

6. Discuss some general story lines before beginning to write with your students. Remind students that the story they make up must fit into that flow chart on the "A Tale of Two Quarters" work page. NOTE: If the teacher or students want their story to follow a different path, a new flow chart could be created as the story develops.
7. Begin to discuss the journey you wish the quarters to make on their way from where you are to Texas. Fill in or create the flow chart as you decide on the major points of the story. Encourage students to think creatively and add details that will enhance the story.

### **Write the story and create a booklet (25 minutes)**

8. When the flow chart is finished, begin writing the story together, following the flow chart outline. The teacher will be the scribe, writing the text on chart paper as students offer the story orally. Call on different students to add to the story, eliciting a variety of responses while deciding the next part of the story line. Refer to the flow chart outline as needed. Write until everyone is satisfied with the story and ending.
9. Once the story is finished, make decisions about how the story will be put together. Decide which text will go on which pages. Decide on placement of the text (top, bottom, or middle of the page). Assign illustrators to each page and discuss possible illustrations.
10. Send students to their seats to work on the illustrations for the book. Before students start on pictures, they should write the text for their page. When all students are finished working, assemble the book using the string or yarn.
11. Read the story together.

### **Complete Worksheet (15 minutes)**

12. Hand out and review the "Heads or 'Tales'" work page for further exploration of quarters. You may wish to allow students to work in partners to complete the work page. (The work page could also be completed as homework.)

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### **ASSESSMENT**

Use the worksheets and class participation to assess whether the students have met the lesson objectives.

### **DIFFERENTIATE**

Students may create their own flow charts and write their own stories.

### **RELATED**

- U.S. Mint Online Game [Counting with Coins](#)
- [What Types of Coins Does the Mint Make video](#)
- [About the Mint](#) page and Circulating Coin pages:
  - [Penny](#)
  - [Nickel](#)
  - [Dime](#)
  - [Quarter](#)
  - [Half Dollar](#)
  - [Dollar](#)
- [Coin Glossary](#)
- [Coin Specification Table](#)

### **STANDARDS**

#### **National Standards**

[Principles and Standards for School Mathematics, National Council of Teachers of Mathematics](#)

**Discipline:** Mathematics

**Domain:** K-2 Number and Operations

**Grade(s):** Grades K–2

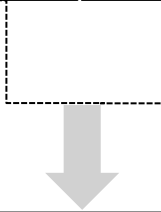
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### A Tale of Two Quarters

**Directions:** Using words and pictures, develop a story of how these quarters made their way from where you are to Texas.



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Heads or ‘Tales’?**

**Directions:** Find the answers to the following questions about quarters. Hint: The United States Mint web site ([www.usmint.gov](http://www.usmint.gov)) is a great place to research this information.

**1.** Whose picture is on the obverse (heads side) of every quarter?

\_\_\_\_\_

**2.** What does E.Pluribus.Unum.mean?

\_\_\_\_\_

**3.** What is the meaning of the year on each quarter?

\_\_\_\_\_

**4.** What was the first image on the reverse (tails side) of the quarter?

\_\_\_\_\_

**5.** Which quarter has a picture of America’s first prima ballerina?

\_\_\_\_\_

**6.** Which quarter shows the only woman to receive the Medal of Honor?

\_\_\_\_\_

**7.** Which two quarters show a woman from Hawaii?

\_\_\_\_\_

**8.** Which quarter features George Washington on both the obverse (heads) and the reverse (tails) sides?

\_\_\_\_\_

**9.** Which quarter has a Monarch butterfly in the design?

\_\_\_\_\_

**10.** Which quarter has an inscription that reads, “First Doorway to the West”?

\_\_\_\_\_

**11.** Why was Delaware the first state to be represented on the reverse of a quarter?

\_\_\_\_\_

**12.** Which three state quarters feature all or part of an oak tree?

\_\_\_\_\_

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Answer Key:

1. George Washington
2. Out of one, many
3. The date tells us the year the quarter was made.
4. Bald Eagle
5. Maria Tallchief Quarter
6. Dr. Mary Edwards Walker Quarter
7. Edith Kanaka'ole and Patsy Takemoto Mink Quarters
8. General George Washington Crossing the Delaware Quarter
9. Tallgrass Prairie (Kansas) Quarter
10. Cumberland Gap (Kentucky) Quarter
11. Delaware was the first state in the union.
12. Connecticut, Maryland, Iowa