Introduction to Coins

Subject: Math
Grade Level: K-2
Summary: Using real or paper coins, students will discuss what they know about coins, coin values, and place their coins in value order.

BIG QUESTIONS

What are coins? How do students tell the difference between the types of coins?

TIMING

45 to 60 minutes

LEARNING OBJECTIVES

- Students will examine different coins and identify their characteristics and value.
- Students will place coins in order according to value.

MATERIALS

- Real or paper coins for each student – 10 pennies, 5 nickels, 5 dimes
- Scissors (if allowing students to cut their own coins)
- Introduction to Coins Worksheet

PROCEDURE

Discuss what students already know about coins (10 minutes)

1. Start this lesson by placing a handful of coins in a spot where all the children can see them. Ask your students what they see. Continue the discussion by asking what we use coins for, whether they ever use coins, and when they have used coins.
2. If using real coins or individual cutouts of coins, give each student a container of coins. Ask students to keep the containers closed until all directions are given. Also inform them that all the coins and boxes MUST remain in their work area (floor or desk) at all times. When they use the coins, they should takeout only the number of coins they will need to do the problem.

3. If using coin images on paper or digitally, make sure students have a worksheet pulled up or printed in front of them. If using individual paper or real coins, each student should with 10 pennies, 5 nickels, 5 dimes, and 5 quarters

Observe and discuss coin characteristics and values (20 minutes)

4. Show the students a penny. Have them each take a penny out of the box and look at it. If using a worksheet, ask students to focus on the penny.
5. Ask several questions and chart their responses on a web graphic organizer.
    - What is this coin is called?
    - Just by looking at the coin, what can you tell me about it?
    - Whose face is on the coin? What do you know about this person?
    - Does this coin have writing on it? What does it say?
    - What does “Liberty” mean? Why might this coin say “Liberty” on it?
6. Direct their attention to where the coin says “One Cent” and explain that every coin has a value. Write "value" on the board and see if the students know what the word means.
7. Have your students put the penny down and take out a nickel to examine.
8. Ask similar questions as asked in step 6, and chart the responses on a new web. See if your students can find the value of the nickel. If a penny is worth 1 cent, and a nickel is worth 5 cents, how many pennies equal a nickel?
9. Repeat the steps above for the dime and quarter. Observe and create a web organizer for each coin.
10. Review the values of each coin and ask which coin has the greatest value? Which has the least value? Which is the largest coin? Which is the smallest coin? Does it matter which coin is biggest in size? Why or why not?

Practice counting with coins (10 minutes)

11. Have the students lay out all their dimes in a row and count them. How many do they have?
12. Now, have the students take out the rest of their coins and continue the row by placing the coins in order of the ones with the greatest value to the ones with the least value. What comes after dimes? How many nickels do they have? What comes after nickels? How many pennies do they have?
13. As a class, count the value of all the pennies (1,2,3…10 cents). Do the same thing with nickels(5,10,15…25 cents) and dimes (10,20,30…50 cents).
14. Discuss the fact that even though there are more pennies than dimes, the dimes are worth much morethan the pennies. And even though there are the same number of nickels and dimes, the dimes areworth more money than the nickels.

Place coins in value order (10 minutes)

15. Using the Coin Value Worksheet, ask students fill in answers to questions about coins and then to place their real or paper coins in the correct order.
16. If students do not have individual coins, they can cut out coins from the worksheet to use or put the letter of each coin on the corresponding circle (i.e., put a P where the penny would go, an N for nickel, Q for quarter and D for dime)

ASSESSMENT

Use the students' participation in the discussion, ability to differentiate between the coins and organize them, understanding of the meaning of "value," and learning of the value of each coin to assess whether they have met the lesson objectives.

DIFFERENTIATE

- Allow students to work in small groups to complete the worksheet together.
- Write/display the values of each coin somewhere visible if students are having a hard time remembering.

RELATED

- U.S. Mint Online Game Counting with Coins
- Mint Minute video
- About the Mint page and Circulating Coin pages:
    - Penny
    - Nickel
    - Dime
    - Quarter
    - Half Dollar
    - Dollar
- Coin Glossary

STANDARDS

Common Core Standards

CCSS.MATH.CONTENT.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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

Coin Values Worksheet

Name: _____

Date: _____

Circle one answer choice below to complete this sentence.

The word **value** means _____.

A. how much something weighs

B. how much something is worth

C. how many letters a word has

D. how long something is

The value of a **penny** is:

_____¢

The value of a **dime** is:

_____¢

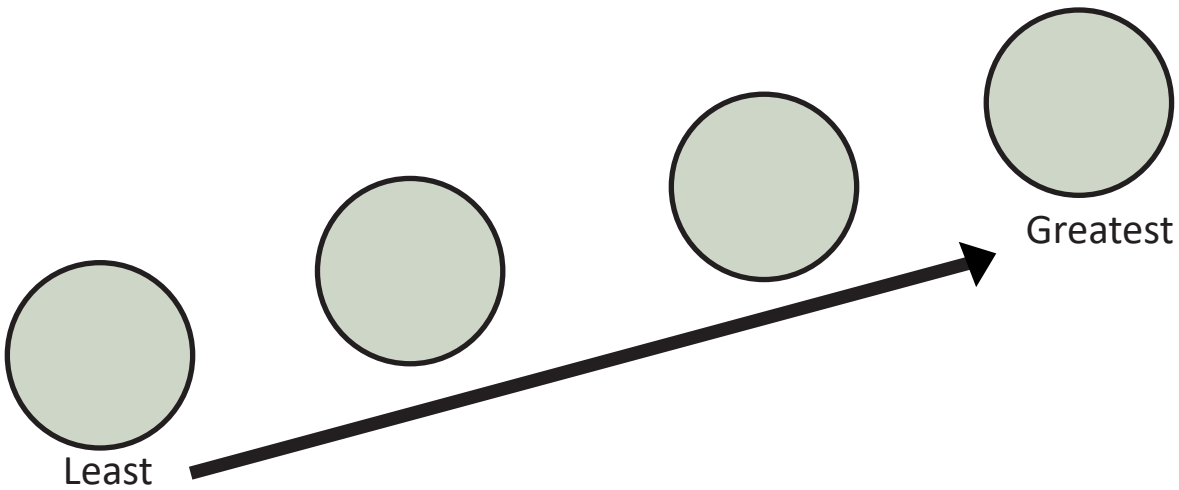
The value of a **nickel** is:

_____¢

The value of a **quarter** is:

_____¢

Place your coins in the correct order, from the lowest or least value to the biggest or greatest value.



Paper Coins Template