



Coin Motion

Subject: Math

Grade Level: K-2

Summary: Students will practice identifying coins and their values away from their desks using physical motion.

BIG QUESTION

How do I recognize coins (pennies, nickels, dimes, and quarters) and their values?

TIMING

60-90 minutes

LEARNING OBJECTIVES

- Students will identify coins.
- Students will recognize the value of each coin denomination.
- Students will add coin values together.

MATERIALS

- 9 Posters, one set labeled with the name of each coin (4) and one set labeled with numbers 1-5 (5)
- Coins or coin manipulatives, one of each coin type for each student
- Markers
- Tape
- 4 traffic cones or other item to mark a space for each coin type
- Music

PROCEDURE

Review coin values and start game (30 minutes)

1. Review the value of the penny, nickel, dime and quarter as a class. Display images of each coin using images from the U.S. Mint Coin Classroom.

U.S. Mint Coin Classroom Lesson Plan: Coin Motion

2. Set up your classroom or another open space. Place the cones around the room, separating them by a few feet. Display the posters (depicting the coin name and/or value for a penny, nickel, dime and quarter) on the traffic cones.
3. Give each student a coin and ask them not to look at it, to hold it in their hands tightly.
4. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, ask them to go to the cone that has their coin information on it. For instance, if they have a penny in their hands they will go to the cone that says "Penny 1¢." Model this behavior.
5. Start the music, and after a period of time stop the music.
6. When the music stops, instruct students to look at the coin and walk slowly to the cone that displays that coin's name and value.
7. Once all students have gone to a cone, have them reveal their coins to one another to make sure every one is standing by the correct cone. If their coin doesn't match that of the group's, assist the students in moving to the correct cone.
8. Once students have settled, have them count the number of coins in the group.
9. Go around the room asking each of the four coin groups, "How many (insert coin name) did I hand out?" Check the group's answer and review with the class the name, value and look of the coin.
10. Collect the coins and randomly redistribute. Play the music again and continue with another locomotor skill.

Play Another Round (20 minutes)

1. Give each student a penny. They may look at the coins this time. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, students will get into groups of a designated number. For example, if the teacher holds up the number four (4), the students get into groups of four.
2. Start the music, and after a period of time stop the music.
3. When the music stops, hold up one of the five posters (with numbers one through five written clearly).
4. Note: The number of posters, or the numbers represented on the posters, can be adjusted as each teacher sees fit.
5. Direct students to get into groups made up of that number. (If there is not an even amount of students have the remaining students join another group.)
6. Ask the students to find the sum value of the coins in that group.
7. Go around the room asking each of the groups, "What is the total value of coins in your group?" Check the group's answer.
8. Repeat this process several times altering the numbers in the groups to be formed.
9. Collect the coins and play again using the nickel, the dime, and the quarter in turn.

ASSESSMENT

Observe and discuss the activity and how students participated to determine if they have met the lesson objectives.

DIFFERENTIATE

- To compensate for a lack of space, have students perform their movement in a stationary place.
- For students who are mobility impaired, choose locomotor skills which are appropriate to their capabilities.
- For students who may need additional help, add an image of the associated coin to each poster.

RELATED

- [What Types of Coins Does the U.S. Mint Make video](#)
- [About the Mint](#) page and Circulating Coin pages:
 - [Penny](#)
 - [Nickel](#)
 - [Dime](#)
 - [Quarter](#)
 - [Half Dollar](#)
 - [Dollar](#)
- [Coin Glossary](#)
- [Images of Coins](#)
- [Coin Coloring Pages](#)

STANDARDS

Common Core Standards

[CCSS.MATH.CONTENT.K.CC.C.6](#)

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

[CCSS.MATH.CONTENT.K.CC.C.7](#)

Compare two numbers between 1 and 10 presented as written numerals.

National Physical Education Standards

[Standard 1](#): The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.