

Show Me the Money: Mastering the Mystery of Coins

Grade Level: Kindergarten

Written by: Ellen Zainea, Knapp Charter Academy, Grand Rapids, Michigan

Length of Unit: Fifteen Lessons

I. ABSTRACT

Most kindergarteners need many repeated opportunities to master the skill of identifying coins and the one-dollar bill. This unit focuses on learning these concepts through hands-on games and activities that can be enjoyed at an independent level, along with additional methods to easily integrate further practice into the daily classroom routine. Also included are a grocery store game for practicing dollar and cent notation and a song and poem. Links to the topics of Mount Rushmore presidents, magnetism and the seven continents are explored. Authentic, on-going assessment is done in the context of activities and by use of a test.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of identifying characteristics of penny, nickel, dime and quarter coins.
2. Students will develop an awareness of the identifying characteristics of the one-dollar bill.
3. Students will understand the concept of dollar and cents signs and their usage.
4. Students will understand how to write money amounts using the cents sign.

B. Content from the *Core Knowledge Sequence*

1. Identify pennies, nickels, dimes and quarters
2. Identify the one-dollar bill
3. Identify the dollar and cent signs.
4. Write money amounts using the cents signs.

C. Skill Objectives

1. Students will identify penny, nickel, dime and quarter coins.
2. Students will identify the one-dollar bill.
3. Students will identify dollar and cents signs.
4. Students will write money amounts using the cents signs.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. The US Mint's Site for Kids, [On-line]. Available URL: <http://www.usmint.gov/kids/>, 2003.
2. Hirsh, E. D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3.

B. For Students

1. Students will be able to count forward from 1 to 31 by ones and by fives and tens to 50.
2. Students will be able to recognize and write numbers 1 to 31.
3. Students will be able to identify $\frac{1}{2}$ as two equal parts of an object; find $\frac{1}{2}$ set of concrete objects.
4. Students will recognize Presidents Washington, Jefferson and Lincoln. Students will recognize the Statue of Liberty.
5. Students will recognize patterns and predict the extension of a pattern.

6. Students will extend a sequence of ordered concrete objects.

IV. RESOURCES

- A. Internet access and lcd projector or monitor
- B. Magnetic foreign currency coins (Canadian dime and quarter, English 1 pence and 2 pence, Euro dollars, Mexican .5 peso, 1 peso, 2 peso, 5 peso, various old European coins), American coins
- C. (Optional) Spanish Milled Dollar available from Cooperman Fife and Drum Co. Request catalog from catalog@cooperman.com or (860) 767-1779
- D. Overhead projector
- E. Yarn, paper punch, glue, scissors, poster board, one large dry erase board and a small board for each student, dry erase markers, gold and silver crayons
- F. World map or globe
- G. Plastic food
- H. Overhead coins
- I. Overhead dollar
- J. Money Pouch (Appendix C)
- K. Assorted items brought to school by students to be sold at a Dollar Store.
- L. Bowl and plate
- M. (Optional: Books with money themes or about presidents who appear on coins. These are listed in bibliography.)
- N. Appendices

V. LESSONS

Lesson One: Pieces of Eight

- A. *Daily Objectives*
 1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of penny, nickel, dime and quarter coins.
 2. Lesson Content
 - a. Identify penny, nickel, dime and quarter coins.
 3. Skill Objective
 - a. Students will recognize penny, nickel, dime and quarter coins.
- B. *Materials*
 1. Spanish Milled Dollar cutout (Appendix A)
 2. (Optional) Spanish Milled Dollar
 3. Poster Board with items from Appendix B
 4. One Money Pouch for each student (Appendix C)
 6. Overhead projector
- C. *Key Vocabulary*
 1. Coin-A piece of metal made by the government and used for money
 2. Milled coin-A coin made with bumpy edges around it
 3. Spanish Milled Dollar-A coin that was used in America from colonial days to the 1850s
 4. Head-The front side of a coin, usually with the head of an important person in a country
 5. Tail-The back of a coin
- D. *Procedures/Activities*

1. Explain that when America belonged to England, the people living here were not allowed to make their own money. They had to use money made in Spain, the Spanish milled dollar. For a long time, even after America became a country free from England, people continued to use the Spanish dollar. Some of the silver used to make the coins came from Mexico.
 2. Locate The United States, Mexico, England and Spain on a map or globe.
 3. Introduce the Spanish dollar. Brainstorm and record what could be done if someone wanted to buy an article that cost only $\frac{1}{2}$ dollar or $\frac{1}{4}$ dollar.
 4. On overhead demonstrate with the milled dollar or paper copy of dollar, how it was cut up into fractions of the whole.
 5. Explain that it is much easier to use different coins for different amounts. This is why we use pennies, nickels, dimes, quarters and one-dollar bills, along with other denominations.
 6. Construct a Money Poster with items from Appendix B, identifying each piece as it is glued to the board. Place the poster in a prominent place for frequent reference and review.
- E. *Assessment/Evaluation*
1. As children line up for activities during the day, invite them to point to and identify something on the Money Poster.

Lesson Two: The Penny President

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of the penny.
 - b. Students will understand the concept of the cents sign and its usage.
 - c. Students will write money amounts using the cents sign.
 2. Lesson Content
 - a. Identify pennies.
 - b. Identify the cent sign
 - c. Write money amounts using the cent sign.
 3. Skill Objective
 - a. Students identify pennies.
 - b. Students will identify the cent sign.
 - c. Students will write money amounts using the cents sign.
- B. *Materials*
1. Money Poster
 2. Money Pouch (Appendix C)
 3. Copper Crayons
 4. Singing About Cents Song (Appendix D)
 5. Penny page of Coin Collection Book (Appendix E).
 6. Computer connected to National Park Lincoln Memorial Site
 7. Slates and markers
- C. *Key Vocabulary*
1. Memorial-A building or object made so people can honor and remember a person
- D. *Procedures/Activities*
1. Review information on Money Poster with students, soliciting answers from them.
 2. Direct each student to remove one penny from the Money Pouch and closely examine it with a magnifying glass. Guide them to discover Lincoln's picture on the head of the penny and the tiny picture of him sitting in the chair in the Lincoln Memorial on the tail.

(Students may note other aspects of the coin such as numbers, letters and words. Acknowledge and thank students for being observant, but do not make the other parts of the coin a central theme. It will be too confusing.)

3. Introduce the penny verses of the Singing About Cents Song. (Appendix D) Continue to practice throughout the unit and beyond, adding verses as appropriate as the other coins are explored.
4. Lead students on a brief virtual visit to the Lincoln Memorial.
5. Instruct students to sort out pennies from the Money Pouch and line them up in AB, ABB or AAB patterns using heads and tails.
6. Introduce the cents sign and how to write it. Guide students as they practice writing it on the slates
7. Students complete the Penny Page of the Coin Notebook. (Appendix E)
8. (Optional: Read *Benny's Pennies*.)

E. *Assessment*

1. Note responses to Money Poster review.
2. Check to see that students remove the penny coin from the Money Pouch.

Lesson Three: Penny Pendants

A. *Daily Objectives*

1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of the penny.
2. Lesson Content
 - a. Identify characteristics of the penny.
3. Skill Objective
 - a. Students will identify penny.

B. *Materials*

1. Money Poster
2. Coin Pouch
3. Penny pendant (Appendix F), scissors, glue, silver crayons, yarn

C. *Key Vocabulary*

1. Pendant-Jewelry made from a chain and decoration worn around the neck

D. *Procedures/Activities*

1. Review information from the Money Poster, soliciting answers from students.
2. Practice the penny verses from Cents Song.
3. Color, glue and complete Penny Pendants.
4. (Optional: Read *A Picture Book of Abraham Lincoln*.)

E. *Assessment*

1. As Students complete Penny Pendants circulate among them with a penny, nickel, dime and quarter. Ask them to identify the penny.

Lesson Four: The Grocery Store

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop an awareness of the identifying characteristics of the penny.
 - b. Students will understand the concept of the cents sign and its usage.
 - c. Students will understand how to write money amounts using the cents sign.
2. Lesson Content
 - a. Identify pennies.

- b. Identify the cent sign.
 - c. Write money amounts using the cent sign.
 - 3. Skill Objectives
 - a. Students will identify penny.
 - b. Students will identify cents sign.
 - c. Students will write money amounts using the cents sign.
- B. *Materials*
 - 1. Plastic food
 - 2. Slates and markers for each child
- C. *Key Vocabulary*
 - 1. None is introduced.
- D. *Procedures/Activities*
 - 1. Practice writing amounts using the cents sign in a “Grocery Store Game.” Invite individual students to suggest prices for the plastic food pieces. Students write the cost on the slates and hold them up to store manager (teacher) who checks the amounts. Teacher then recounts the amounts using overhead coins. Place the materials for the game in the Math Center for further practice.
 - 2. (Optional: Read *The Great Pet Sale*.)
- E. *Assessment*
 - Note responses on writing activity.

Lesson Five: Naming the Nickel

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of the nickel.
 - 2. Lesson Content
 - a. Identifying the nickel
 - 3. Skill Objective
 - a. Students will identify the nickel.
- B. *Materials*
 - 1. Money Poster
 - 2. Coin Pouch
 - 3. Silver Crayons
 - 4. Nickel Page of Coin Notebook (Appendix E)
 - 5. Computer connected to Monticello Web site.
- C. *Key Vocabulary*
 - 1. Monticello-Thomas Jefferson’s home that he designed.
 - 2. Architect-A job in which a person designs buildings.
- D. *Procedures/Activities*
 - 1. Review information on Money Poster with students, soliciting answers from them.
 - 2. Direct each student to remove one nickel from the Money Pouch and closely examine it
 - 3. Guide students in discovering Jefferson’s picture on the head of the nickel and Monticello on the tail. (Note: In late 2003 the US Mint will be making nickels with tails that honor the 100th anniversary of the Louisiana Purchase. After three years Monticello will be on the tails again.)
 - 5. Lead the students through a brief virtual tour of Monticello at the Web site.
 - 6. Introduce the nickel verses of *Singing About Cents*.

7. Instruct students to sort out nickels from the Money Pouch and line them up in patterns using heads and tails.
 8. Students complete the nickel page of the Coin Book. (Appendix E)
 9. (Optional: Read *A Picture Book of Thomas Jefferson*.)
- E. *Assessment*
10. Note responses to Money Poster review.
 11. Check to see that students remove the nickel coin from the Money Pouch.
 12. Circulate among students as they complete Coin Book page asking them to identify a penny and a nickel.

Lesson Six: Nickel Necklace

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will develop an awareness of the identifying characteristics of the nickel.
 - b. Students will understand the concept of the cents sign and its use.
 - c. Students will write money amounts using the cents sign.
 2. Lesson Content
 - a. Identifying characteristics of the nickel
 - b. Identify the cents sign.
 - c. Write amounts using the cents sign.
 3. Skill Objectives
 - a. Students will identify nickel.
 - b. Students will identify cents sign.
 - c. Students will write amounts using the cents sign.
- B. *Materials*
1. Money Poster
 2. Coin Pouch
 3. Nickel necklace (Appendix G), scissors, glue, silver crayons
- C. *Key Vocabulary*
1. None is introduced.
- D. *Procedures/Activities*
1. Review information from the Money Poster with students, soliciting answers from them.
 2. Color, glue and complete Nickel Necklaces.
 3. Play the Grocery Store Game, using pennies. (If students have mastery of the concept of counting by fives, the game can be played on a higher level using nickels. However, this is difficult for most kindergartners.)
 4. (Optional: Read *A Dollar for Penny*.)
- E. *Assessment*
1. Check for understanding and progress in writing with cents sign as students hold up slates in the game.
 2. While circulating among students as they complete Penny Pendants, check for penny and nickel identification.

Lesson Seven: A New President on the Dime

- A. *Daily Objective*
1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of the dime.

2. Lesson Content
 - a. Identifying the dime
3. Skill Objective
 - a. Students will identify the dime.
- B. *Materials*
 1. Money Poster
 2. Money Pouch
 3. Silver crayons
 3. Dime page of Coin Collection Book (Appendix E)
 5. Computer connected to Franklin Roosevelt Memorial web site
- C. *Key Vocabulary*
 1. Franklin Roosevelt-the 32nd president of the United States
- D. *Procedures/Activities*
 1. Review information on the Money Poster, soliciting answers from students.
 2. Explain that the man on the head of the dime is President Franklin Roosevelt, a distant cousin of Teddy Roosevelt. He was the 32nd president of the United States. On the tail of the dime is the torch from the Statue of Liberty.
 3. Direct each student to remove one penny from the Money Pouch and closely examine it with the magnifying glass. Guide them to discover Roosevelt's picture on the head of the dime and the torch on the back.
 4. Instruct students to sort out the dimes from the Money Pouch and line them up in patterns.
 5. Students complete the dime page from the Coin Collection Book.
 6. When page is completed, students sort pennies, nickels and dimes from Coin Pouch placing coins in appropriate line.
 8. (Optional: Read *Just Enough*.)
- E. *Assessment*
 1. Note responses to Money Chart review.
 2. Circulate during activities observing and record progress on coin recognition and cents sign.

Lesson Eight: Dime Necklace

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop an awareness of the identifying characteristics of the dime.
 - b. Students will understand the concept of the cents sign and its usage.
 - a. Students will understand how to write money amounts using the cents sign.
 2. Lesson Content
 - a. Identifying characteristics of the dime
 - b. Identify the cents sign.
 - c. Write money amounts using the cents sign.
 3. Skill Objectives
 - a. Students will identify dime.
 - b. Students will identify cents sign.
 - c. Students will write money amounts using the cents sign.
- B. *Materials*
 1. Money Poster
 2. Coin Pouch
 3. Dime Necklace (Appendix H)

4. Plastic food
5. Slates and markers
- C. *Key Vocabulary*
 1. No new vocabulary is introduced.
- D. *Procedures/Activities*
 1. Review information from the Money Poster, soliciting answers.
 2. Color, cut, glue and add yarn to make Dime necklace.
 3. Play the Grocery Store Game
- E. *Assessment*
 1. Check for understanding and progress as students hold up slates in the Grocery Store Game.
 2. While circulating among students as they complete Dime Necklaces check for identification of penny, nickel and dime.

Lesson Nine: King George or President George: The answer is on the quarter!

- A. *Daily Objectives*
 1. Concept Objective
 - a. Students will develop an awareness of the identifying characteristics of the quarter head.
 2. Lesson Content
 - a. Identifying the quarter head
 3. Skill Objective
 - a. Students will identify the quarter head and discriminate between the quarter and nickel heads.
- B. *Materials*
 1. Money Poster
 2. Money Pouch
 3. Silver crayons
 4. Quarter page head page from Coin Collection Book
 5. Computer connected to Mount Vernon Web Site
- C. *Key Vocabulary*
 1. Quarter-When something is divided into four parts that are all the same, each piece is called a quarter.
 2. Equal-Two things that are exactly alike
- D. *Procedures/Activities*
 1. Review information on the Money Poster with students, soliciting information.
 2. Direct each student to remove one quarter from the Money Pouch and closely examine only the head.
 3. Explain that George Washington appears on the head of the quarter. Ask students to look at the hairstyle. It is very fancy with both curls and a bow. It is really a hairdo fancy enough for a king! Some of the people wanted George Washington to be king instead of president, but he didn't agree with that. Some countries do have kings and queens on the heads of their coins, but in the United States has never had a king or queen. Thomas Jefferson wore his hair in a bow also, but not with the curls!
 4. Instruct students to take out a nickel and compare the two heads.
 5. Lead students on a brief virtual visit to Mount Vernon.
 6. Instruct students to sort out quarters and then nickels from the Money Pouch.
 7. Instruct students to make an AB pattern with the heads of the nickels and quarters. Ask students to recite what the pattern could be: Washington,

Jefferson, Washington, Jefferson...Quarter, nickel, quarter, nickel...Plain ponytail, fancy ponytail...

8. Students complete the quarter page in the Coin Collection Book
9. (Optional: Read *George Washington Our First President*.)

E. *Assessment*

1. Note responses from the Money Chart Review.
2. Circulate among students as they make their patterns asking them to identify the quarter and the nickel heads and tell how they are different.

Lesson Ten: Curious Quarters

A. *Daily Objectives*

1. Concept Objective
 - a. Students will develop an awareness of the quarter tail.
2. Content Objective
 - a. Identifying the quarter tail
3. Skill Objective
 - a. Students will identify the quarter tail.

B. *Materials*

1. Money Poster
2. A magnifying glass and one quarter for each student, with a mixture of the eagle and state quarter tails.
3. Silver crayons
4. Quarter Necklace (Appendix I)

C. *Key Vocabulary*

1. Eagle-The bird that is a national symbol of the United States
2. State Quarter-Each state has or will have a special picture that is printed on the tail of the quarter. The pictures on the tail tell what is special about the state.

D. *Procedures/Activities*

1. Review information on the Money Poster with students, soliciting answers from them.
2. Give each student a quarter with instructions to look closely at the tail of the quarter. Ask what is on the quarter tail.
3. Students will soon discover that something does not seem right! Why are there different answers?
4. If no one can explain the dilemma, tell the students about the state quarters and eagle quarters.
6. Students complete quarter necklace with eagle tail.
7. (Optional: Read *A Picture Book of George Washington*.)

E. *Assessment*

1. Individually ask students to identify a penny, nickel, dime and quarter.

Lesson Eleven: Two Bits, Four Bits, Six Bits a Dollar!

A. *Daily Objectives*

1. Concept Objective
 - a. Students will develop an awareness of the characteristics of the one-dollar bill.
 - b. Students will identify the dollar sign.
2. Content Objective
 - a. Recognizing the one-dollar bill
 - b. Identifying the dollar sign
3. Skill Objective

- a. Students will recognize the one-dollar bill.
 - c. Students will identify the dollar sign.
- B. *Materials*
 - 13. One-dollar bill and large overhead transparency copy of one-dollar bill
 - 14. Overhead projector
 - 15. "Athenaeum" portrait of Washington available from Mount Vernon Web Site.
 - 16. Dollar Crown (Appendix J)
 - 17. Green Crayons, scissors and glue
 - 18. Slates and markers
- C. *Key Vocabulary*
 - 1. One-dollar bill-Paper money that is worth one hundred cents
 - 2. Portrait-A picture or drawing of a person or animal.
- D. *Procedures*
 - 1. (Before beginning this lesson instruct one or two students on how to make the dollar sign. Practice tracing it in the air with them.)
 - 2. Show students a one-dollar bill and dollar transparency.
 - 2. Brainstorm and make a list of some of the things that appear on the dollar.
 - 3. Explain that identifying the one-dollar bill is very easy! The portrait on the front of the dollar bill is George Washington. It has the number 1 in eight corners
 - 4. Relate information about the Athenaeum Gilbert Stuart Washington portrait on the dollar
 - 19. Show students the large dollar sign on the board and ask student helpers, with backs to the class, to model how to make the dollar sign.
 - 20. Students practice tracing dollar sign in the air.
 - 21. Teach George's Dollar Cheer: "Two bits, four bits, 6 bits a dollar! With an S and a line make the sign of the dollar!" As children chant poem, several times, they trace the dollar sign in the air.
 - 10. Students practice writing the dollar sign on slates.
 - 11. Students complete the dollar crowns.
 - 12. (Optional: Read *Bunny Money*.)
- E. *Assessment*
 - 1. Check for accuracy as students trace the dollar sign.
 - 2. Circulate among the working students, assessing coin recognition and dollar bill and dollar sign.

Lesson Twelve: The Dollar Store

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop an awareness of the characteristics of the one-dollar bill.
 - c. Students will identify the dollar sign.
 - 2. Lesson Content
 - a. Recognizing the one-dollar bill
 - b. Identifying the dollar sign
 - 3. Skill Objectives
 - a. Students will recognize the one-dollar bill.
 - b. Students will identify the dollar sign.
- B. *Materials*
 - 1. Slate and marker for each student
 - 2. Price tags with amounts ranging from \$1 to \$31 in a paper bag.

3. Items for dollar store (Items brought to school by students)
- C. *Key Vocabulary*
 1. None is introduced.
- D. *Activities/Procedures*
 1. Review the dollar sign with the Dollar Cheer.
 2. Choose an item for the store and invite the student to whom it belongs to draw a price tag from the bag and identify how much it is.
 3. Students record the amount on their slates.
 4. Continue until all items are priced.
 5. (Optional: Read *Trouble With Money*.)
- E. *Assessment*
 1. Note responses during Dollar Store Game.

Lesson Thirteen: Magnetic Money

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop an awareness of the characteristics of the of the penny, nickel, dime and quarter coins.
 2. Lesson Content
 - a. Identifying the penny, nickel, dime and quarter coins
 3. Skill Objectives
 - a. Students will identify penny, nickel, dime and quarter.
- B. *Materials*
 1. Magnetic foreign currency coins (Canadian dime and quarter, English 1 pence and 2 pence, Euro dollars, Mexican .5 peso, 1 peso, 2 peso, 5 peso, various old European coins that are attracted to magnets.)
 2. Penny, nickel, dime, quarter
 3. Magnets (cow magnets work the best.)
- C. *Key Vocabulary*
 1. Foreign-Of or from another country
 2. Currency-Money that a country uses
- E. *Procedures/Activities*
 1. This activity is for a small group or individual activity.
 2. Review information about magnetism (Magnetic force is something invisible, but what it does can be seen. Magnets are attracted to iron.)
 3. Review coin identification.
 4. Introduce the foreign coins and locate where they are used on a map or globe.
 5. Ask students to predict if any of the American or foreign coins have iron content. How can these be identified?
 6. Place foreign and American coins on a table. Instruct students to touch a magnet to them and see what happens. (The coins not attracted to the magnet will be American coins.) In a small group activity guide students in discovering which coins are attracted to the magnet.
 6. Complete the Magnetic Money Record Sheet.
- E. *Assessment*
 1. Ask students to identify the coins not attracted to magnet. (These will be American coins.)

Lesson Fourteen: European Bathroom

- A. *Daily Objectives*
 1. Concept Objective

- a. Students will identify penny, nickel, dime and quarter.
 - 2. Lesson Content
 - a. Identifying the penny, nickel, dime and quarter.
 - 3. Skill Objective
 - a. Students will identify penny, nickel, dime and quarter.
- B. *Materials*
 - 1. An assortment of pennies, nickels, dimes and quarters, with enough of each of the coins so that there is at least one per student.
 - 2. Bowl and plate
 - 3. Globe or map
- C. *Key Vocabulary*
 - 1. None is introduced.
- D. *Procedures/Activities*
 - 1. Locate Europe on a map or globe. Explain that on this continent, and in some other places in the world, people must pay to use a public bathroom. The people who use them pay the people who keep the bathrooms clean. Instruct students how the game of European Bathroom is used. (Helper of the day selects and identifies a penny, nickel, dime or quarter to be used as the price of washing hands before snack. Students must select and identify the coin from the money bowl and place it on the plate before washing hands.)
- E. *Assessment*
 - 1. Administer the Kindergarten Money Assessment. (Appendix L)

Lesson Fifteen: Money Memory:

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will identify penny, nickel, dime and quarter.
 - 2. Lesson Content
 - a. Identifying the penny, nickel, dime and quarter.
 - 3. Skill Objective
 - a. Students will identify penny, nickel, dime and quarter
- B. *Materials*
 - 1. Money Memory Game (Appendix K)
- C. *Key Vocabulary*
 - 1. None is introduced.
- D. *Procedures/Activities*
 - See Appendix J
- E. *Assessment*
 - 1. As children play the game, circulate to assess coin identification with cards or coins.

VI. CULMINATING ACTIVITY

- A. Host a Masquerade Money Party for an older class. Invite the older students to dress as someone that appears on a coin. Match student's 1:1. Begin the party with kindergartners performing the Making Sense About Cents Song. Next let kindergartners try to guess the identities of the older students.
- B. With partners, kindergartners can repeat some of the activities of the unit, revisit web sites, play games at the US Mint Web Site, and read books with money themes or about presidents on coins. Another option is to host a Money Party for parents/special friends and enjoy these activities together.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. See Appendices

VIII. BIBLIOGRAPHY

Books

- A. Adler, D. *A Picture Book of Abraham Lincoln*. New York: Scholastic, 1989. 0-590-10371-7.
- B. Adler, D. *A Picture Book of George Washington*. New York: Scholastic, 1989. 0-590-06772-9.
- C. Adler, D. *A Picture Book of Thomas Jefferson*. New York: Scholastic, 1906. 0-823-40881-7.
- D. Berenstain, S., & Berenstain, J. *The Berenstain Bear's Trouble With Money*. New York: Random House, 1983. 0-394-85917-0.
- F. Brisson, P. *Benny's Pennies*, New York: Bantam Doubleday, 1993. 0-440-41018-9.
- G. Glass, J. *A Dollar for Penny*. New York: Random House, 2000. 0-679-88973-0.
- H. Inkpen, M. *The Great Pet Sale*. New York: Orchard Books, 1998. 0-531-30130-3.
- I. Jackson, G. *George Washington Our First President*. New York: Scholastic, 2000. 0-439-09867-X.
- J. Wells, R. *Bunny Money*. New York: Dial Books, 1997. 0-8037-2147-1.

Websites

- K. "Ben's Guide to US Government for Kids," [On-line]. Available URL: <http://bensguide.gpo.gov/3-5/symbols/lincoln.html>, 2003.
- L. "CoinSite," [On-line]. Available URL: <http://www.coinsite.com>, 2003.

- M. “Enchanted Learning,” [On-line]. Available URL: <http://www.enchantedlearning.com/Home.html>, 2003.
- N. “Franklin Delano Roosevelt Memorial,” [On-line]. Available URL: <http://www.nps.gov/fdrm/home.htm>, 2003.
- O. “Lincoln Memorial,” [On-line]. Available URL: <http://sc94.ameslab.gov/TOUR/linmem.html>, 2003.
- P. “Monticello,” [On-line]. Available URL: <http://www.monticello.org/>, 2003.
- Q. “Mount Vernon Press Room,” [On-line]. Available URL: <http://www.mountvernon.org/press/2001gwtrivia.asp>, 2003.
- R. “United States Coins,” [On-line]. Available URL: http://www.1ststeps.rg/Social%20Studies/us_coins.htm, 2003.
- I. The US Mint’s Site for Kids,” [On-line]. Available URL: <http://www.usmint.gov/kids/>, 2003.

Appendix A

Show Me the Money: Mastering the Mystery of Coins Spanish Milled Dollar

(Permission granted from Robert S. Koppelman, info@coinsite.com)



Appendix B Money Poster

(Permission granted from Ken Hughes)

http://www.1ststeps.org/Social%20Studies/us_coins.htm

Directions: Pictures and most of the text for completing the Money Poster are available at the above site. The poster will have pictures of the coins and information about them along with brief explanations of what appears on the head and tail of each coin. The text from the site is:

Penny:

The penny is worth one cent. 1¢

On the head of the penny is Abraham Lincoln, our 16th president.

On the tail of the penny is the Lincoln Memorial. The Lincoln Memorial is in Washington, D.C.

Nickel:

The nickel is worth five cents. 5¢

On the head of the nickel is Thomas Jefferson, our 3rd president.

On the tail of the nickel is Monticello, Thomas Jefferson's home.*

Dime:

The dime is worth ten cents. 10¢

On the head of the dime is Franklin Roosevelt, our 32nd president.

On the tail of the dime is the torch of the Statue of Liberty.

Quarter:

The quarter is worth twenty-five cents. 25¢

On the head of the quarter is George Washington, our 1st president.

On the tail of the quarter are the bald eagle, our national bird and symbol of freedom **or** one of fifty special designs to honor each of our fifty states.

Dollar:

The dollar is worth 100¢ but the best way to write it is \$1.

George Washington is on the front of the dollar.

The dollar bill has the number 1 on each side of the front and back.

On the back of the dollar on each corner is also the word one.

*Starting in late 2003 and for the next three years, some nickels will have a tail honoring the Louisiana Purchase. This was new land bought by the United States when Thomas Jefferson was president.

Appendix C

Coin Pouch

Directions: Copy this Coin Pouch Cover and glue on a zip loc bag. Send the bag home with a letter requesting coins. When the pouches are returned, include a small magnifying glass in each. A sample letter appears below.

Dear Parents,

We are studying about money and need your help. Please return this money pouch by _____ with these coins inside:

- 15 pennies
- 15 nickels
- 15 dimes
- 10 quarters (All tails are welcome!)

The coins will be returned after we become coin experts. Using real coins makes it easier to learn about money. (If you can't send the coins please let me know and we can fill the pouch at school.)

Outside of school you can help your child master money. Go grocery shopping together and note the prices. Sort and identify a pocketful of coins. Practice counting pennies by ones. Practice writing amounts with the dollar and cents sign. We will be learning about them as well.

Thank you for helping us make sense of out of cents!

Sincerely,



Appendix D

Singing About Cents Song
(To the tune of *On Top of Old Smokey*)

On the head of a penny
You'll find Lincoln there.
On the tail's his memorial
Where he sits in a chair.

One penny buys nothing
If you go to the store.
So don't take just one coin.
You'll need many more.

On the head of the nickel's
President number three.
He's called Thomas Jefferson,
An architect was he.

On the tail of a nickel
Is his home with a dome.
Or maybe the new land
For more room to roam.

FDR's on the dime's head
Freedom's torch on the tail.
He guided our country
And the war didn't fail.

Eleanor was his wife's name.
And her uncle was Teddy.
She worked hard with Franklin,
Always helpful and ready.

On the head of the quarter
You'll find fancy hair.
I'll bet you will know that
George Washington's there.

On the tail of the quarter
Is an eagle so strong
Or something for each state
On a list 50 long.

Appendix D

(Continued)

It's fun to know money
And easy to know.
Keep some in your wallet
Wherever you go!

Appendix E
Coin Collection Book
Cover

My Coin Collection Book

By _____

There is or will be a special tail for each quarter to honor each state!
Find your state in this list.

Year and States Honored				
1999	2000	2001	2002	2003
Delaware Pennsylvania New Jersey Georgia Connecticut	Massachusetts Maryland South Carolina New Hampshire Virginia	New York North Carolina Rhode Island Vermont Kentucky	Tennessee Ohio Louisiana Indiana Mississippi	Illinois Alabama Maine Missouri Arkansas
2004	2005	2006	2007	2008
Michigan Florida Texas Iowa Wisconsin	California Minnesota Oregon Kansas West Virginia	Nevada Nebraska Colorado North Dakota South Dakota	Montana Washington Idaho Wyoming Utah	Oklahoma New Mexico Arizona Alaska Hawaii

51

Appendix E
(Continued)

A penny is one cent.

The cents sign looks like this **¢**. **1¢**



1

A nickel is five cents. **5¢**



2

Appendix E
(Continued)

A dime is ten cents. **10¢**



3

A quarter is twenty five cents. **25¢**



4

Appendix F
Penny Pendant

Directions: Color penny with copper colored crayons. Cut out. Glue head to tail. Punch hole and add yarn for chain.



Appendix G
Nickel Necklace

Directions: Color nickel with silver colored crayons. Cut out. Glue head to tail. Punch hole and add yarn for chain.



Appendix H
Diamond Necklace

Directions: Color dime with silver colored crayons. Cut out. Glue head to tail. Punch hole and add yarn for chain.



Appendix I
Quarter Necklace

Directions: Color quarter with silver colored crayons. Cut out. Glue head to tail. Punch hole and add yarn for chain.



Appendix I
(Continued)



Appendix K
Coin Memory Game

Directions: Print two copies of this page on tag board for each set of cards. Cut and use as Memory Game. (This is also a great homework activity.)



A penny is 1¢.
head



A penny is 1¢.
tail



A nickel is 5¢.
head



A nickel is 5¢.
tail



A dime is 10¢.
head



A dime is 10¢.
tail



A quarter is 25¢.
head



A quarter is 25¢.
tail

Appendix L

Kindergarten Money Assessment

Name _____ Date _____

Coin Identification

Directions: Line up a penny, nickel, dime, and 2 quarters (one with eagle and one with state tail.) Ask students to identify the coins. (They are free to manipulate the coins to aid in identification.) Record + or --- .

Recognizes:

penny _____

nickel _____

dime _____

eagle quarter _____

state quarter _____

Identifying the Cents and Dollar Signs

Directions: Ask students to identify dollar and cents signs below.

Σ ¢ ≠ \$ ☀

Writing Amounts Using the Cents Sign

Directions: Instruct students to write these amounts.

one cent _____ four cents _____ two cents _____ eight cents _____

Dollar Identification

Directions: Display a one-dollar, five-dollar and ten-dollar bill. Ask students to identify the dollar bill. Record + or --- .