

# Spare Change and the Presidents: Money, Symbols and Figures

**Grade:** First  
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**Length of Unit:** Seven Lessons

## I. ABSTRACT

First graders will be writing, illustrating, and counting their way to learning about money, historic figures and patriotic symbols. The students will be captivated with a variety of activities, which include guest speakers, literature, creating images, writing and problem solving. Continual assessments will allow the teacher to monitor progress through out the unit. Assessments used will include teacher made rubrics, student products, and teacher observation.

## II. OVERVIEW

- A. Concept Objectives
  - 1. The student will understand that money has value. (Math 1.C)
  - 2. The student will identify leaders in the community past and present. (Government 11.A)
  - 3. Students will identify and understand the importance of symbols and figures. (Citizenship 13.A)
- B. Content from the *Core Knowledge Sequence*
  - 1. American – Symbols and Figures (pg 30)
  - 2. Liberty Bell (pg 30)
  - 3. Current U.S. President (pg 30)
  - 4. American Flag (page 30)
  - 5. Eagle (pg 30)
  - 6. Mathematics – Money (pg 35)
  - 7. Identify and recognize relative value of penny, nickel, dime, quarter. (pg 35)
  - 8. Recognize and use dollar (\$) and cents (c) signs. (pg 35)
  - 9. Show how different combinations of coins equal the same amount of money. (pg 35)
- C. Skill Objectives
  - 1. The students will record attributes in their personal reference money book.
  - 2. The students will match coins to their attributes.
  - 3. The students will recognize and identify attributes of the penny.
  - 4. The student will show different combinations of coins.
  - 5.

## III. BACKGROUND KNOWLEDGE

- A. For teachers
  - 1. Elkin, Benjamin *A New True Book: Money*. Chicago, Illinois: Children’s Press 1983. ISBN 0-516-01697-0
  - 2. Krull, Kathleen *Lives of the Presidents: Fame, Shame and What the Neighbors Thought*. Orlando, Florida: Harcourt Brace & Company 1998. ISBN 0-15-20080-X.
  - 3. Hirsch, E.D. *What Your First Grader Needs to Know*. New York, New York: Dell Publishing 1996. ISBN 0385316402.
- B. For Students:
  - 1. Identify pennies, nickels, dimes, and quarters
  - 2. Identify and write dollar and cent sign
  - 3. American Flag

4. George Washington
5. Thomas Jefferson
6. Abraham Lincoln
7. Current US President

#### IV. RESOURCES

- A. Holliman, Linda *Teachin' Cheap*. Cypress, California: Creative Teaching Press, 1997. ISBN: 1-57471-276-4
- B. Crawford, Jane *Math by All Means: Money Grades 1 – 2*. Salsalito, California: Math Solutions Publications 2000. ISBN 0-941355-17-9.
- C. Kent, Deborah *Cornerstones of Freedom: The Lincoln Memorial*. Danbury, Connecticut: Children's Press 1996. ISBN 0-516-26070-7
- D. Quiri, Patricia Ryon *The Bald Eagle: A True Book*. Danbury, Connecticut: Children's Press. ISBN: 0-516-20621-4.
- E. Richards, Norman *Cornerstones of Freedom: Monticello*. Danbury, Connecticut: Children's Press 1995. ISBN 0-516-06695-1.
- F. Sakuri, Gail *Cornerstones of Freedom: The Liberty Bell*. Danbury, Connecticut: Children's Press 1996. ISBN 0-516-20067-4.
- G. Spencer, Eve *A Flag for our Country*. Austin, Texas: Steck – Vaughn Company 1993. ISBN 0-8114-7211-6.

#### V. LESSONS

##### **Lesson One: (2 days) Look Before You Leap**

- A. *Daily Objectives*
  1. Concept Objectives
    - a. The students will recognize the attributes of the penny, nickel, dime, quarter, and half dollar.
  2. Lesson Content
    - a. Attributes of money.
    - b. Value of money.
  3. Skill Objectives
    - a. The students will record attributes in their personal reference money book.
    - b. The students will match coins to their attributes.
    - c. The students will collect and sort data.
- B. *Materials*
  1. *My Rows and Piles of Coins* by Tolowa M. Mollel
  8. Slit book
  9. 2 pieces of butcher paper 6 feet long
  10. Baggies (1 per student)
  11. coins - pennies, nickels, dimes, quarters and half dollars (1 coin of each per student)
  12. pencils
  13. markers
  14. Appendix A
  15. [www.vickiblackwell.com/makingbooks/slitbook.htm](http://www.vickiblackwell.com/makingbooks/slitbook.htm)
  16. Appendix B - Assessment
  17. <http://www.usmint.gov/kids/index.cfm?fileContents=teachers/coinCurricula> 2 copies of penny, nickel, dime, quarter, half dollar (head and tail) for each student
- C. *Key Vocabulary*
  1. shilling – a another form of money
  2. Murete – father
  3. Yeyo – mother

4. penny – 1 cent
5. nickel – 5 cents
6. dime – 10 cents
7. quarter – 25 cents
8. half dollar – 50 cents

D. *Procedures/Activities*

1. Read *My Rows and Piles of Coins*. After reading the book, pose the question “What do you think we are going to learn about today?” Write students responses on butcher paper. Allow 3-4 minutes of brainstorming. As a class look over the list of responses and figure out which idea appears most frequently. The class should have come up with the idea of Money.
2. Pass out prepared baggies of coins (Only one coin of each in each baggie). The students will have 2-3 minutes to explore the coins.
3. Show the students what a penny looks like. Have them find their penny in their baggie. As a class discuss the penny and its attributes. Write students answers on butcher paper. See Appendix A for idea.
4. Pre make slit books and round off the corners so that the book looks like half of a coin. For instructions on slit books go to [www.vickiblackwell.com/makingbooks/slitbook.htm](http://www.vickiblackwell.com/makingbooks/slitbook.htm). On the top half of the slit book, have students cut and paste a picture of the front of a penny and then the back of a penny. Go to <http://www.usmint.gov/kids/index.cfm?fileContents=teachers/coinCurricula> for pictures of coins to cut and paste. Make sure to click on coin to get the front and back images.
5. Students will copy three attributes from the butcher paper onto the slit book. The attributes that they choose will help them to remember the penny.
6. Next show the students what a nickel looks like. Have them find their nickel in their baggie. As a class discuss the nickel and its attributes write students answers on butcher paper. Students will copy three attributes, from the butcher paper onto the slit book. The attributes that they choose will help them to remember the nickel.
7. **Day 2:** On day two continue the same process (explore, discuss, draw, and write) with the dime, quarter, and half dollar. The students will end up with a personal money reference book. Have the students keep booklet in desk as a reference for the remainder of the unit.

E. *Assessment/Evaluation*

1. The students will match the correct coin to the attributes.
2. The teacher will assess the flip book for the students’ knowledge of their ability to match the correct coin with its attributes using See Appendix B rubric.

**Lesson Two: A Penny for Your Thoughts President Lincoln**

A. *Daily Objectives*

1. Concept Objectives
  - a. The student will understand the value of a penny.
  - b. The student will identify Abraham Lincoln and the Lincoln Memorial.
2. Lesson Content
  - a. Use of cent sign
  - b. Combinations of coins
3. Skill Objectives
  - a. The students will recognize and identify attributes of the penny.
  - b. The student will show different combinations of coins.
  - c. The student will identify historic figures and symbols.

- d. The student will write facts about Abraham Lincoln and the Lincoln Memorial.

**B. *Materials***

1. Deena's Lucky Penny
2. Lincoln Costume
3. Note cards with facts
4. Appendix C (Bulletin Board idea)
5. Chart paper
6. America the Beautiful music
7. Appendix D
8. Appendix E (Writing Journal)
9. Appendix F (Rubric for coin knowledge)
10. Appendix G (Rubric for Writing)
11. Large Pictures of penny, front and back
12. Large Picture of Abraham Lincoln and the Lincoln Memorial
13. pencils

**C. *Key Vocabulary***

1. summarize – going over the main ideas
2. money – coins and paper bills that people use to pay for things
3. combinations – putting together small coins that equal larger coins in value

**D. *Procedures/Activities***

1. Review previous lesson. Have the student take out their reference book. Ask student to give you some attributes of the penny. Then go over the value of the coin and discuss how to write the amount using the cent sign and introduce the dollar sign.
2. **Prepare:** Coordinate with teacher from upper grades to choose a student to be the special guest of the day. The student chosen will dress up as the president being studied that day. 1<sup>st</sup> grade teacher will provide props to dress in proper attire. The teacher will also provide information for the special guest to read on index cards. Have students on the carpet in the front of the room. Before the special guest arrives play America the Beautiful as an entrance song.
3. The teacher interviews the special guest (Lincoln). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
4. The teacher will place pictures of Lincoln, front of a penny, Lincoln Memorial, and back of a penny on a bulletin board (each guest will bring a picture of the front and the back of the coins they appear on). As a class summarize the facts about Lincoln and the Lincoln Memorial, record on a large index card, and place on bulletin board. (See Appendix C for setup idea)
5. The teacher will copy appendix D onto chart paper. Place chart in front of class. Begin reading Deena's Lucky Penny. Stop reading on page 7 and fill out the conversion chart. Continue this process, reading and stopping to fill out chart, on pages 11, 13, 15, 19, 23, 25. The teacher will have the students help fill out chart.
6. Once the story is finished discuss the different conversions and the coins used to make those conversions. The students will make conversions of their own. Use appendix D and add amounts for the student to convert.

**E. *Assessment/Evaluation***

1. The teacher will pre make writing journals. See appendix E for an example. The students will draw a picture of Lincoln and the Lincoln Memorial. Next the student will write a sentence stating a fact that they learned about the president. Then the student will write another sentence stating a fact about the Lincoln Memorial.

2. Teacher will evaluate the students understanding of the penny using Appendix F Rubric.
3. The teacher will evaluate the writing using Appendix G.

### **Lesson Three: There's no Place Like Home President Jefferson**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. The student will understand the value of a nickel.
  - b. The student will identify Thomas Jefferson and Monticello.
2. Lesson Content
  - a. Use of cent sign
  - b. Combinations of coins
3. Skill Objectives
  - a. The students will recognize and identify attributes of the nickel.
  - b. The student will count and show combinations of fives.
  - c. The student will identify historic figures and symbols.
  - d. The student will write facts about Thomas Jefferson and Monticello.

#### B. *Materials*

1. I Wish I Had a Nickel
2. Teachin' Cheap page 49
3. Thomas Jefferson Costume
4. Note cards with facts
5. chart paper
6. Manila paper
7. Scissors
8. pencils
9. Yankee Doodle song
10. Large pictures of nickel front and back
11. Large picture of Thomas Jefferson
12. Large Picture of Monticello
13. 100's chart
14. counters
15. cubes (optional)
16. Appendix F (Rubric)
17. Appendix G (Writing Rubric)
18. Appendix E (Writing Journal)

#### C. *Key Vocabulary*

1. skip counting – counting by groups of (2's,3's, 4's, 5's etc.)
2. flap - the top part of the flip book that you lift up to see what is under the paper

#### D. *Procedures/Activities*

1. Review previous lesson. Ask student to give you some attributes of the nickel. Then go over the value of the nickel and discuss how to write the amount using the cent sign.
2. Have students on the carpet in the front of the room. Before the special guest arrives play **Yankee Doodle** as an entrance song.
3. The teacher interviews the special guest (Thomas Jefferson). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
4. The teacher will place pictures of Thomas Jefferson, front of a nickel, Monticello, and back of a nickel on the bulletin board (each guest will bring the picture of the

front and the back of the coins they appear on). As a class summarize the facts about Jefferson and Monticello, record on a large index card, and place on bulletin board.

5. Read the poem *I Wish I Had a Nickel*. Using the hundreds chart count to five and place a counter in the chart at number five. Teacher and students will count on to ten and place another counter. The teacher will pose the question, what will be the next number if we were to continue to count the next five numbers? Place a counter on fifteen. The teacher will pose the question one more time and then place the counter on twenty. The teacher will ask the students, what do you notice about the way we are counting? If the students do not recognize the pattern continue to count to the next fifth number and place a counter. (The students should recognize the pattern of counting by fives.)
6. The teacher poses the question “How many groups of five did we have to count before we reached the number ten?” If the students are having a difficult time, use cubes to represent the first group of five and five more cubes to equal ten. (The students should come up with two groups of five.) Discuss how the nickel represents counting by fives. Ask the students how many nickels represent ten cents.
7. The teacher will prepare a flipbook by folding a sheet of manila paper length wise. This will form a tent card. Holding the card fold side up, fold the card in half from left to right, repeating this will give you four blocks. See [Teachin’ Cheap](#) page 49 for an example.
8. The students will write 5 cents in the first square, 10 cents in the second, 15 cents in the third, and 20 cents in the fourth.
9. The students will draw nickels to represent the amounts on the top flap.

E. *Assessment/Evaluation*

1. The student will draw a picture of Thomas Jefferson and Monticello in their journal Appendix E. Next the student will add a sentence stating a fact that they learned about the president. The student will write another sentence stating a fact about Monticello.
2. Teacher will evaluate the students understanding of the nickel using Appendix F Rubric.
3. The teacher will evaluate the students writing using Appendix G.

**Lesson Four: The More the Merrier President Roosevelt**

A. *Daily Objectives*

1. Concept Objectives
  - a. The student will understand the value of a dime.
  - b. The student will identify Franklin D. Roosevelt and the torch and sprigs of laurel and oaks.
2. Lesson Content
  - a. Use of cent and dollar sign
  - b. Groups of tens
3. Skill Objectives
  - a. The student will recognize and identify the attributes of the dime.
  - b. The students will create sets of tens.
  - c. The students will identify mathematics in every day situations.
  - d. The student will problem solve, make a plan, and evaluate.
  - e. The student will identify historic figures and symbols.

B. *Materials*

1. For He’s a Jolly Good Fellow (song)
2. Note cards with facts
3. Large pictures of dime – front and back

4. Large picture of Franklin D. Roosevelt
  5. Large picture of torch, sprigs of laurel and oaks
  6. chart paper
  7. newspaper ads or internet
  8. pencil
  9. Appendix E (Writing Journal)
  10. Appendix F (Rubric)
  11. Appendix G (Writing Rubric)
- C. *Key Vocabulary*
1. spending – the act of using money to buy things
  2. saving – the opposite of spending
- D. *Procedures/Activities*
1. Review previous lesson. Ask student to give you some attributes of the dime. Then go over the value of the dime and discuss how to write the amount using the cent sign.
  2. Have students on the carpet in the front of the room. Before the special guest arrives play **For He's a Jolly Good Fellow** as an entrance song.
  3. The teacher interviews the special guest (Franklin D. Roosevelt). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
  4. The teacher will place pictures of Franklin D. Roosevelt, front of a dime, the torch and sprigs of laurel and oaks, and back of a dime on a bulletin board (each guest will bring a picture of the front and the back of the coins they appear on). As a class summarize the facts about Roosevelt and the torch and sprigs of laurel and oaks, record on a large index card, and place on bulletin board.
  5. Teacher will copy pictures of dimes onto card stock. Before lesson hide the coins around the room. Make sure to make enough dimes so that each child has the chance to find one. Read Pigs will be Pigs. The students will find dimes place around the room. The students and teacher will total up the dimes. The class will brainstorm things they think they can buy with the money found. Teacher will write thoughts on chart paper. Using newspaper ads or internet find the cost of the items listed. In groups of three have the students spend the money on items listed on chart. Using butcher paper, each group will figure out how much they are going to spend, how much is left over, and if they can buy more than one of the same item.
  6. The students share their findings. About 20 minutes.
- E. *Assessment/Evaluation*
1. The student will draw a picture of Franklin D. Roosevelt and the torch and sprigs of laurel and oaks in their journal Appendix E. Next the student will add a sentence stating a fact that they learned about the president. The student will write another sentence stating a fact about the torch and sprigs of laurel and oaks.
  2. Teacher will evaluate the students understanding of the dime using Appendix F Rubric.
  3. The teacher will evaluate writing Appendix G.

**Lesson Five: If at First You Don't Succeed, Try, Try again President Washington**

- A. *Daily Objectives*
1. *Concept Objectives*
    - a. The student will understand the value of a quarter.
    - b. The student will identify George Washington and the Bald Eagle
  2. *Lesson Content*
    - a. Use of cent and dollar signs

- b. Groups of 25
  - 3. Skill Objectives
    - a. The student will recognize and identify the attributes of the quarter.
    - b. The students will create sets of twenty-five.
    - c. The students will identify mathematics in every day situations.
    - d. The student will problem solve, make a plan, and evaluate.
    - e. The student will identify historic figures and symbols.
- B. *Materials*
  - 1. George Washington Costume
  - 2. Large pictures of quarter front and back
  - 3. Large pictures of George Washington and the Bald eagle
  - 4. George Washington Row Your Boat Ashore (song)
  - 5. Note cards with facts
  - 6. Chart paper
  - 7. pencils
  - 8. A Quarter From the Tooth Fairy
  - 9. Hundreds chart
  - 10. Appendix H
  - 11. Appendix E (Writing Journal)
  - 12. Appendix F (Rubric)
  - 13. Appendix G (Writing Rubric)
- C. *Key Vocabulary*
  - 1. Exchange – to give in place of something else
  - 2. Cash – money used for exchange of something
  - 3. Goggles – a pair of tinted protective eyeglasses that fit close against the face
  - 4. Clerk – a salesperson in a store
- D. *Procedures/Activities*
  - 1. Review previous lesson. Ask student to give you some attributes of the quarter. Then go over the value of the quarter and discuss how to write the amount using the cent sign.
  - 2. Have students on the carpet in the front of the room. Before the special guest arrives sing **George Washington Row Your Boat Ashore** as an entrance song (Instead of singing Michael row your boat ashore put in George Washington's name).
  - 3. The teacher interviews the special guest (George Washington). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
  - 4. The teacher will place pictures of George Washington, front of a quarter, the eagle, back of a quarter on a bulletin board (each guest will bring a picture of the front and the back of the coins they appear on). As a class summarize the facts about Washington and the eagle, record on a large index card, and place on bulletin board.
  - 5. Read A Quarter From the Tooth Fairy.
  - 6. Pose the question: If the tooth fairy gave me twenty-five cents what coins could she have given me? With a partner the students will find different combinations of 25 cents using plastic coins. Teacher writes answers on chart paper.
  - 7. Using a hundreds chart go over skip counting by 25 up to 100.
  - 8. Using Appendix H the student will spend a dollar on items listed by teacher. The teacher will give the same paper again so the student finds another way to spend a dollar.
- E. *Assessment/Evaluation*
  - 1. The student will draw a picture of George Washington and the eagle in their journal Appendix E. Next the student will add a sentence stating a fact that they learned

- about the president. The student will write another sentence stating a fact about the eagle.
- 2. Teacher will evaluate the students understanding of the quarter using Appendix F Rubric.
- 3. The teacher will evaluate the student's writing Appendix G.

**Lesson Six: Hit the Nail on the Head Benjamin Franklin**

A. *Daily Objectives*

- 1. Concept Objectives
  - a. The student will understand the value of the half dollar.
  - b. The student will identify Benjamin Franklin and the Liberty Bell.
- 2. Lesson Content
  - a. Use of cent sign
  - b. Use tallies
- 3. Skill Objectives
  - a. The student will draw conclusions and answer questions using information organized in real-object graphs.
  - b. The student will problem solve, make a plan, and evaluate.
  - c. The student will identify historic figures and symbols.
  - d. The student will write facts about Benjamin Franklin and the Liberty Bell.

B. *Materials*

- 1. Benjamin Franklin costume
- 2. Large pictures of quarter front and back
- 3. Large pictures of Benjamin Franklin and the Liberty Bell
- 4. When the Saints go Marching In (song)
- 5. Note cards with facts
- 6. T-Chart
- 7. chart paper
- 8. markers
- 9. half dollar (if you can not find use a penny)
- 10. Appendix E (Journal)
- 11. Appendix F (Rubric)
- 12. Appendix G (Rubric)
- 13. pencils

C. *Key Vocabulary*

- 1. patriot – a person who loves his or her country
- 2. inventor – a person that creates a new idea for the first time
- 3. prediction – to guess
- 4. tally – using marks to record counting
- 5. results – an outcome
- 6. label – to identify, describe or classify
- 7. heads – front of a coin
- 8. tails – back of a coin

D. *Procedures/Activities*

- 1. Review previous lesson. Ask student to give you some attributes of the half dollar. Then go over the value of the half dollar and discuss how to write the amount using the cent sign.
- 2. Have students on the carpet in the front of the room. Before the special guest arrives sing **When the Saints Go Marching In** as an entrance song.

3. The teacher interviews the special guest (Benjamin Franklin). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
  4. The teacher will place pictures of Benjamin Franklin, front of a half dollar, the Liberty Bell, and back of a half dollar on a bulletin board (each guest will bring a picture of the front and the back of the coins they appear on). As a class summarize the facts about Benjamin Franklin and the eagle Liberty Bell, record on a large index card, and place on bulletin board.
  5. The teacher will discuss that the front of a coin is labeled a head and the back of the coin is called a tail. The teacher also discusses when heads and tails are used, for example a football game, to end a tie, or to help make a decision.
  6. Teacher will pose the question: Which side of the coin will land more often heads or tails? The students will predict which side of the coin will land face up most often. The teacher will demonstrate how to toss a coin in the air five times and mark each toss on the T chart with a tally. The students will toss a half dollar coin twenty five times and fill out their T chart as they toss their coin.
  7. The students will compare their results to their prediction and write a sentence explaining whether they were right or wrong.
- E. *Assessment/Evaluation*
1. The student will draw a picture of Benjamin Franklin and the Liberty Bell in their journal Appendix E. Next the student will add a sentence stating a fact that they learned about Benjamin Franklin. The student will write another sentence stating a fact about the Liberty Bell.
  2. Teacher will evaluate the students understanding of the half dollar using Appendix F Rubric.
  3. The teacher will evaluate the student's writing Appendix G.

**Lesson Seven: Where there is a will there is a way**

- A. *Daily Objectives*
1. Concept Objectives
    - a. The student will develop an awareness of the different elements of a coin.
    - b. The student will identify Current United States President and the United States Flag.
  2. Lesson Content
    - a. American Flag
    - b. Current United States President
  3. Skill Objectives
    - a. The student will identify and recognize the different parts of a coin.
    - b. The students will create their own coin.
    - c. The student will write facts about Current United States President and the US flag.
- B. *Materials*
1. George Bush costume
  2. Large pictures of George Bush and the United States Flag
  3. Take Me Out to the Ball Game
  4. Note cards with facts
  5. Money pages 24 – 26
  6. Coin Collecting for Kids page 2
- C. *Key Vocabulary*
1. mint – a place is made by the government
  2. constitution – a document that describes our laws

3. colony – a group of people with the same interest
- D. *Procedures/Activities*
1. Review previous lesson. Ask student to give you some attributes of the half dollar. Then go over the value of the half dollar and discuss how to write the amount using the cent sign.
  2. Have students on the carpet in the front of the room. Before the special guest arrives sing **Take Me out to the Ball Game** as an entrance song.
  3. The teacher interviews the special guest (current President). The special guest already has preprinted information on cards to the questions asked by the teacher. No longer than 5 minutes for the interview.
  4. Read Money pages 24 through 26. Teacher will discuss the different parts of the coin, refer to Coin Collecting for Kids on the second page *Parts of a US coin*.
  5. The teacher will draw two large circles on an 8 ½ X 11 sheet of paper and then copy it onto cardstock. Using the card stock circles the student will create and design a coin using President Bush and the American Flag as their symbols.
- E. *Assessment/Evaluation*
1. The student will complete a picture of the current President and the US Flag on the cardstock coin. Next the student will add a sentence stating a fact that they learned about George W. Bush in their journal Appendix E. The student will write another sentence stating a fact about the US Flag.
  2. Teacher will evaluate the students understanding of the designing of a coin using Appendix F Rubric.
  3. The teacher will evaluate the student’s writing Appendix G.

## VI. CULMINATING ACTIVITY

- A. Students will get together with an upper grade and share their findings on historical figures and symbols.
- B. *Extensions*
1. Field trip to the US Mint (If it is local.)
  2. See a bald eagle at the local zoo.
  3. Visit the Liberty Bell (If it is local.)
  4. Visit your local museum to get information on historical figures and symbols.
  5. Check out your local bank for information on money, banking, savings, and checking.
  6. Junior Achievement Representative to talk to student’s about the program.
  7. Go to the local grocery store and discuss the different prices on the same item.
  8. Some possible websites to visit:
    - a. [www.usmint.gov/kids](http://www.usmint.gov/kids)
    - b. [www.moneyinstructor.com/?r=g3](http://www.moneyinstructor.com/?r=g3)
    - c. [www.sbgmath.com](http://www.sbgmath.com)
    - d. [www.sbgmath.com/gr1/chapter7/activity/index/.html](http://www.sbgmath.com/gr1/chapter7/activity/index/.html)
    - e. [www.toonuniversity.com/math.asp](http://www.toonuniversity.com/math.asp)

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Butcher paper template
- B. Appendix B: Rubric Evaluation of coin attributes
- C. Appendix C: Bulletin Board Idea
- D. Appendix D: Conversion Chart
- E. Appendix E: Writing Journal
- F. Appendix F: Rubric for Coins

- G. Appendix G: Rubric for writing
- H. Appendix H: Spending a dollar

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**Appendix A**  
**Place on Butcher paper**

|              |               |             |                |                    |
|--------------|---------------|-------------|----------------|--------------------|
| <b>Penny</b> | <b>Nickel</b> | <b>Dime</b> | <b>Quarter</b> | <b>Half Dollar</b> |
|--------------|---------------|-------------|----------------|--------------------|

**Appendix B  
Rubric**

Evaluation of coin attributes

Name \_\_\_\_\_

| <b>Type of Coin</b><br>A check indicates correct information. | Historical figure | Symbol | Color | Value |
|---|-------------------|--------|-------|-------|
| <b>penny</b>  |                   |        |       |       |
| <b>nickel</b>   |                   |        |       |       |
| <b>dime</b>   |                   |        |       |       |
| <b>quarter</b>  |                   |        |       |       |
| <b>half dollar</b>  |                   |        |       |       |

Name \_\_\_\_\_

| <b>Type of Coin</b><br>A check indicates correct information. | Historical figure | Symbol | Color | Value |
|---|-------------------|--------|-------|-------|
| <b>penny</b>  |                   |        |       |       |
| <b>nickel</b>   |                   |        |       |       |
| <b>dime</b>   |                   |        |       |       |
| <b>quarter</b>  |                   |        |       |       |
| <b>half dollar</b>  |                   |        |       |       |

Appendix C  
Bulletin Board Idea

Picture  
Of  
Historic  
Figure

Coin  
Front

Picture  
of  
Symbol

Coin  
Back

- Summary
- Freed slaves
  - Was assassinated
  - Lincoln Memorial tribute

Appendix D  
Conversion Chart

# Deena's Lucky Penny

|  |  |  |  |  |  | Totals |
|--|--|--|--|--|--|--------|
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |
|  |  |  |  |  |  |        |



Appendix F  
Rubric for Coins

Name \_\_\_\_\_

| The Penny                              | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|--|---|---|--|
| Name of Coin                           |   |   |  |
| Value of penny                         |   |   |  |
| Pennies can be traded for larger coins |   |   |  |
| Neatness, took time                    |   |   |  |
| Followed directions                    |   |   |  |
| Completed task                         |   |   |  |

| The Nickel                           | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|--------------------------------------|---|---|--|
| Name of Coin                         |   |   |  |
| Value of nickel                      |   |   |  |
| Correct number of nickels per amount |   |   |  |
| Neatness, took time                  |   |   |  |
| Followed directions                  |   |   |  |
| Completed task                       |   |   |  |

| The Dime            | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|---------------------|---|---|--|
| Name of Coin        |   |   |  |
| Value of dime       |   |   |  |
| Spending Money      |   |   |  |
| Neatness, took time |   |   |  |
| Followed directions |   |   |  |
| Completed task      |   |   |  |

Appendix F  
Continued Copy on Back

| The Quarter                                     | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|---|---|---|--|
| Name of Coin                                    |   |   |  |
| Value of quarter                                |   |   |  |
| Correct combinations equaling twenty five cents |   |   |  |
| Neatness, took time                             |   |   |  |
| Followed directions                             |   |   |  |
| Completed task                                  |   |   |  |

| The Half Dollar           | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|---------------------------|---|---|--|
| Name of Coin              |   |   |  |
| Value of Half Dollar      |   |   |  |
| Twenty five tallies total |   |   |  |
| Neatness, took time       |   |   |  |
| Followed directions       |   |   |  |
| Completed task            |   |   |  |

| Student's Creation                   | Understood<br><input checked="" type="checkbox"/> + | Need more practice<br><input checked="" type="checkbox"/> | Reteach<br><input checked="" type="checkbox"/> - |
|--------------------------------------|---|---|--|
| Name of Coin                         |   |   |  |
| Value                                |   |   |  |
| Portrait, date, symbolic image, moto |   |   |  |
| Neatness, took time                  |   |   |  |
| Followed directions                  |   |   |  |
| Completed task                       |   |   |  |

Appendix G  
Rubric for writing

| Lincoln<br>Lincoln Memorial                             | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|---|---|---|---|
| Details in drawing resemble Lincoln or Lincoln Memorial |   |   |   |
| Capitalization  |   |   |   |
| Punctuation   |   |   |   |
| Do the sentences make sense?                            |   |   |   |
| Fact on President                                       |   |   |   |
| Fact on Symbol  |   |   |   |

| Jefferson<br>Monticello                          | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|--|---|---|---|
| Details in drawing resemble Jefferson/Monticello |   |   |   |
| Capitalization                                   |   |   |   |
| Punctuation                                      |   |   |   |
| Do the sentences make sense?                     |   |   |   |
| Fact on President                                |   |   |   |
| Fact on Symbol                                   |   |   |   |

| F.D. Roosevelt<br>Torch and sprigs                              | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|---|---|---|---|
| Details in drawing resemble F.D. Roosevelt/<br>Torch and sprigs |   |   |   |
| Capitalization  |   |   |   |
| Punctuation   |   |   |   |
| Do the sentences make sense?                                    |   |   |   |
| Fact on President   |   |   |   |
| Fact on Symbol  |   |   |   |

Appendix G  
Continued Copy on back

| Washington<br>Eagle                          | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|--|---|---|---|
| Details in drawing resemble Washington/Eagle |   |   |   |
| Capitalization                               |   |   |   |
| Punctuation                                  |   |   |   |
| Do the sentences make sense?                 |   |   |   |
| Fact on President                            |   |   |   |
| Fact on Symbol                               |   |   |   |

| Franklin<br>Liberty Bell                          | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|---|---|---|---|
| Details in drawing resemble Franklin/Liberty Bell |   |   |   |
| Capitalization                                    |   |   |   |
| Punctuation                                       |   |   |   |
| Do the sentences make sense?                      |   |   |   |
| Fact on President                                 |   |   |   |
| Fact on Symbol                                    |   |   |   |

| Bush<br>United States Flag               | Clearly seen<br><input checked="" type="checkbox"/> + | More than half<br>seen<br><input checked="" type="checkbox"/> | Less than half<br>seen<br><input checked="" type="checkbox"/> - |
|--|---|---|---|
| Details in drawing resemble Bush/US Flag |   |   |   |
| Capitalization                           |   |   |   |
| Punctuation                              |   |   |   |
| Do the sentences make sense?             |   |   |   |
| Fact on President                        |   |   |   |
| Fact on Symbol                           |   |   |   |

Appendix H  
Spending a dollar

| Spending a Dollar |           |        |            |
|-------------------|-----------|--------|------------|
| Quantity          | Object    | Cost   | Total Cost |
|                   | Ice Cream | \$.75  |            |
|                   | Book      | \$1.00 |            |
|                   | Pencil    | \$.10  |            |
|                   | Cookie    | \$.25  |            |
|                   | Ball      | \$.50  |            |