

# Money, Money, Money

## Summary

The students will be able to develop their skills in identifying by name and value a penny, nickel, dime, and quarter.

## Main Core Tie

Mathematics Grade 2

[Strand: MEASUREMENT AND DATA \(2.MD\) Standard 2.MD.8](#)

## Materials

Clear jar filled with coins  
Whiteboard marker  
Whiteboard  
A copy of the book *The Purse*  
Metal Band Aid box with a collection of coins inside

## Books:

- *The Purse*  
, by Kathy Caple; ISBN: 0395629810
- *Bennies Pennies*  
, by Pat Brisson; ISBN: 9780153134128
- *The Penny Pot*  
, by Stuart J. Murphy; ISBN: 0064467171
- *How Many Pennies*  
, by Abby Jackson; ISBN: 9780739859391
- *Let's Find Out About Money*  
, by Kathy Barabas; ISBN: 9780590738033
- *Pigs Will Be Pigs*  
, by Amy Axelrod; ISBN: 9780689812194
- *Pennies*  
(Welcome Books), by Mary Hill; ISBN: 9780516251721
- *Counting Money*  
(Rookie ReadAbout Math), by Julie Dalton; ISBN: 9780516253619

## Organizations:

[National Council of Teachers of Mathematics \(NCTM\)](#), 1906 Association Drive, Reston, VA 20191  
1502, 8002357566,

## Background for Teachers

If you start at the beginning of the year teaching the children the names and values of the coins, you will provide more time for the children to develop an understanding of money. A calendar activity is a good way to show that the penny, nickel, dime, and quarter have a specific and consistent amount. For example, if the date is January 14, you would place 14 pennies in a row; in the next row you would show one nickel and nine pennies, then two nickels and four pennies, and in another row one dime and four pennies. Showing the calendar date and its corresponding amount in money is repeated month after month. Using actual money for the children to work with is best. Allow them to examine the coins with magnifying glasses. Making a chart listing characteristics of each coin is helpful. Be sure to put a real coin or a photograph of the coin on the chart.

## Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Develop social skills and ethical responsibility.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

## Instructional Procedures

### Content Connections:

Literacy -- To further the children's understanding of money, have them write about what they would do if they had different amounts of money to spend. Select a variety of readalouds that focus on money. Choose leveled guided reading books that focus on money for small group instruction.

### Invitation to Learn:

Place a clear jar that is filled with pennies, nickels, dimes, and quarters in front of the children. Ask them to tell you what they know about coins. Do they have any money? Do they ever count their money? What should we do with the coins?

### Instructional Procedures:

Tell the children that the purpose of reading the book *The Purse* is for them to think about how money is spent and earned in the story. Read the book to the children and then discuss the story. Do a story face (which is a graphic organizer) with the children. Use the whiteboard to make a story face.

Ask the children to tell you who the characters are in the story. As they tell you, write the names on the left side of the whiteboard in a column. The characters are the "left eye" of the story face.

Now ask them to tell you where the story took place (the setting). Write this to the right of the characters, on the right side of the whiteboard. The setting is the "right eye" of the story face.

Drop down from the eyes about where a nose would be, and ask the children to tell you what the problem was in *The Purse*. Keep the writing tight to form the "nose."

Next, ask the children to think about four or five key events in the story and tell them in proper sequence. Each event will be written in a small area. As you write these events, they should be placed so that they form a smile.

Circle each one of the areas and step back. If they haven't already done so, one of the children will tell you that it looks like a face. I tell the children that doing a good job of retelling a story always puts a smile on my face, and it will put a smile on their faces, too.

### Lesson and Activity Time Schedule:

Discussing coins and setting the purpose for reading the story *The Purse* will take approximately 55 minutes.

Playing the game Don't Monkey Around with Money can take 10 to 15 minutes.

Doing the activity *What's In My Sock* can take 10 to 15 minutes.

### Activity Connected to Lesson:

Children will play the game "Don't Monkey Around with Money" in pairs.

To play the game, children place their marker on the monkey. The player rolls a die and moves that many places (coins) clockwise. If the player can name the coin, he/she remains on it. If he/she cannot name the coin, they move back to where he/she started. The next player takes his/her turn.

Play continues until one of the players lands exactly on the monkey.

Variation for "Don't Monkey Around with Money " name the coin and its value, collect the coins as you land on them, and/or total the amount of the coins that each child has landed on during the game.

What's in My Sock? -- Take six brand new socks and place a variety of coins in each. Have the children [make their own 4 by 4 grid](#) (pdf) by filling in any four spaces with 1¢, any four spaces with 5¢, any four spaces with 10 ¢, and the remaining four spaces with 25 ¢.

Example:

Working in pairs or groups of three, the children take turns putting their hand in a sock and pulling out a coin. They have to properly name the coin and tell its value. Then they place a counter on their coin grid for the value of the coin that they pulled.

You may have the children place any type of counter on their coin grid or use play money to cover their coin grid. They are trying to get four counters in a row or a column.

Play continues until one child has four counters in a row or column.

#### Activity Materials:

- [Don't Monkey Around with Money](#) (pdf)  
game board -- one for every two children  
Dice -- one die for every two children  
Game markers -- centimeter cubes, Unifix cubes, buttons, or any small manipulative to be the child's marker for the game board  
Clean socks with a variety of coins in each sock  
Coins -- collection of real or play money

#### Extensions

Have the children guess what coins might be in a BandAid box that contained 25 cents or 50 cents.

Clip coupons out of the coupon section of the Sunday newspaper and sort them by amounts. Have the children choose a coupon and place the correct amount of coins on the coupon. Glue three coupons on a paper and have them use coin stamps to stamp the correct amount of coins on the paper.

#### Family Connections:

Have the children count coins that they have at home, spare change of a parent, and/or their allowance.

Send home a copy of the game "Don't Monkey Around with Money" to play at home.

Have the child clip coupons and tell their parents how many coins of each value the coupon is worth.

#### Assessment Plan

Working individually, ask a child to show you coins saying the name and value of each coins.

Ask him/her what he/she can tell you about the coins.

Ask him/her to count the coins and say a total value for the coins. Remember to use like coins for this assessment.

Children need to understand skip counting by twos, fives and tens.

For children who can easily total similar coins, use two or three different coins and ask for the total amount.

#### Authors

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