

**TOPIC: MONEY**

**K-2 OBJECTIVE:** Identify a coin and its value: penny, nickel, dime, quarter, half-dollar.

**K-2 Objective:** Compare two coins in value.

**K-2 Objective:** Add pennies up to twenty cents.

**K-2 Objective:** Match coins to a price up to thirty cents.

**Materials** pennies, nickels, dimes, quarters, half-dollars number cards 1 - 12 with the cent symbol after the number

**Teaching Tip** *Coordinate with numbers taught in Understanding Numbers 0 - 20.*

**PRACTICE**

(Also see page 42, #2.)

*Use the following activities with pennies, later add nickels, then dimes. Quarters and dimes are often introduced at ages 6 and 7.*

1. Count pennies, up to ten or twelve cents.
2. Compare two sets of pennies: which has more?
3. Match pennies to number cards.  
This is more fun if the cards are set next to objects as if they are the price for sale. The child puts the correct number of pennies next to each number card.
4. Add up to ten cents. Children choose two items, place the pennies on each price card, and count to find the total.
5. Have children compare two prices. Which is more? Let them use pennies to decide or to check their work.

When introducing other coins to use in the above activities, match it only to the card with its value (nickel to the 5¢ card, dime to the 10¢) at first. When the children find totals they should begin with only one coin other than pennies and find the total by **counting on**. That is, beginning with the coin of largest value, they say the amount, then touch each penny counting one more. For example, a dime and 4 pennies would be "ten, eleven, twelve, thirteen, fourteen." The nickel and dime are generally introduced within a few days of each other.

Give children various quantities of nickels or dimes to provide practice in counting by fives or tens. If this proves too difficult, let them count by fives or tens with groups of pennies so when confused they can check by touching each penny in a group and counting on. Once they can count by fives, have them count totals made up of nickels and pennies. When they can count by tens, give them dimes and pennies to total.

**Once children are familiar with the coins and counting, begin to mix coins for totals.** Now a nickel, dime and penny can be counted as 16 cents, not only a dime and six pennies. *Do this before introducing the quarter and half-dollar unless the child is especially able. Quarters and half-dollars are generally used with children at about age seven.*

**K-2 OBJECTIVE: Solve money problems using addition, no renaming.**

**K-2 OBJECTIVE: Solve money problems using subtraction, no renaming.**

**K-2 OBJECTIVE: Make change up to twenty-five cents.**

**K-2 OBJECTIVE: Solve word problems requiring addition or subtraction of money with answers less than ten dollars.**

*Meet the above objectives with games and playing store rather than through workbook materials. Keep the lesson time interesting and enjoyable.*

## **PRACTICE**

1. Encourage the children to reason. Hide a number of coins in your hand, telling the children how many you have. Tell them the total value of the coins. Let them figure out the possible combinations of coins you might have. *"I have three coins. They total 16 cents. What are they?"*

If the children have difficulty, show them one coin. If they still can't reason it through, use two coin combinations for a while. If they find three easy, use four coin combinations.

2. To combine money objectives with probability, begin with a number of covered coins, not telling the number of coins, but telling which coins. *"I have pennies, nickels and dimes in this bowl. I'm going to pull out (#) coins. Could I have (amount) in my hand?"*

Have the children make a chart of possible combinations that could be in your hand or that they could take out of the bowl. Use two, then three coins. Use four when students are able.