A. State Competency – Standard 4.7: Identify the coins penny, nickel, dime and quarter.

B. Objectives for this lesson – The student will be able to identify the coins penny, nickel, dime and quarter. In addition to identification, the student will be able to state the monetary value of each coin.

C. Materials and Resources—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.

Books and Resources
Coins Heads stamp set, Center Ent.
Coin Stickers -Heads, Frank Schaffer Publications
Coin Stickers –Tails, Frank Schaffer Publications
Kiss Your Brain, Dr. Jean, #15 Penny, Nickel, Dime
Download available at:  http://www.drjean.org/

Internet resources
www.iknowthat.com Monkey Money Mayhem!
http://www.usmint.gov/kids/index.cfm?flash=no

Self made materials
My Coin Book
Money Memory Match Game
Money Journal Pages
Coin “rubbing” cards

PowerPoint Presentations
Penny, Nickel, Dime
President/Coin Identification presentation

D. Instruction

a. Introduction – The pre/post test is designed to assess the student’s knowledge of coin identification and also the associated valuation of the coin. The student will use coin stamps to match the coin with the correct
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valuation. To provide a motivation and introduction to the lesson a field trip to the bank was planned. Preparation for the field trip included preparing and translating a note to the parents (included). This was sent a week prior to the field trip in order to have each child bring $4.00 to exchange for $1.00 in pennies, $1.00 in nickels, $1.00 in dimes and $1.00 in quarters. I also called the bank to discuss the best time for us to come exchange our dollars for coins. The bank provided a money bag for each child.

b. Instructional process — This learning unit is designed to be a six day unit. The first lesson is the field trip, followed by four days emphasizing a coin a day with a closing activity.

Day One – Field Trip – All the students’ money is collected prior to walking to the bank. At the bank, four dollars in counted out to the child who then takes it to the teller and counts the four dollars to out. The teller places 2 rolls of pennies, 20 nickels, 10 dimes and 4 quarters in the money bag and gives it to the child. We place their name on the bag and return to class.

Day Two – Penny – Show and discuss beginning two slides of PowerPoint Coin President Identification. Sort all the coins into separate piles. Leave pennies in rolls, but provide one loose penny for identification. Using the Elmo to sort coins for demonstration is helpful. Have the children point to the appropriate pile of coins as you sing Penny, Nickel, Dime and Quarter. Play and sing PowerPoint Penny, Nickel, Dime. Journal entry is the penny rubbing. Use your choice from pages 1-7 of the Money Skills book.

Day Three – Nickel – Show and discuss slides 3-4 of PowerPoint Coin President Identification. Sort all the coins into separate piles. Leave pennies in rolls, but provide one loose penny for identification. Using the Elmo to sort coins for demonstration is helpful. Have the children point to the appropriate pile of coins as you sing Penny, Nickel, Dime and Quarter. Play and sing PowerPoint Penny, Nickel, Dime. Journal entry is the nickel rubbing. Use your choice from pages 8-14 of the Money Skills book.

Day Four – Dime - Show and discuss slides 5-6 of PowerPoint Coin President Identification. Sort all the coins into separate piles. Leave pennies in rolls, but provide one loose penny for identification. Using the Elmo to sort coins for demonstration is helpful. Have the children point to
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the appropriate pile of coins as you sing *Penny, Nickel, Dime and Quarter*. Play and sing PowerPoint *Penny, Nickel, Dime*. Journal entry is the dime rubbing. Use your choice from pages 16-22 of the *Money Skills* book.

Day Five – Quarter - Show and discuss slides 7-8 of PowerPoint *Coin President Identification*. Sort all the coins into separate piles. Leave pennies in rolls, but provide one loose penny for identification. Using the Elmo to sort coins for demonstration is helpful. Have the children point to the appropriate pile of coins as you sing *Penny, Nickel, Dime and Quarter*. Play and sing PowerPoint *Penny, Nickel, Dime*. Journal entry is the quarter rubbing. Use your choice from pages 27-31 of the *Money Skills* book.

Learning centers during the unit include the Money Memory Match game, coin stamp extension and www.iknowthat.com Monkey Money Mayhem!

c. **Closure** – Day Six – Closing – Sort coins and sing *Penny, Nickel, Dime and Quarter*. Read and complete *My Coin Book* using the coin stamps, stickers or clip art.

**E. Assessment** – The post test and observation of students during coin sorting and centers are the best indicators of an early childhood students’ knowledge.

**F. Modifications/Accommodations** – Modifications would include providing more exposure or time to complete activities. Alternate transportation to the bank would be provided if necessary. The task bar on the computer connected to the Smart Board is moved to the top to prevent accidental opening/closing of programs. The stamp activity is especially designed for advanced students so that learners can work at a level according to their ability.

**G. Reflection** – I am very pleased with the timing of this lesson. Teaching the four coins at the same time increased the understanding of the identification of the coins. The ability to compare and contrast each coin enabled the learner to differentiate between each coin and to associate the value with the specific coin. The field trip to the bank was beneficial to build excitement and motivation for the unit. Having real coins helped the children feel the texture and weight of the coin that was not possible with pretend coins. The memory game was very successful. The children could play this game in a group or by themselves. Although the children liked the activity of the computer game, it was difficult to move the boat to catch the coins. It would have been easier individual computers rather than the
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Smart Board. The coin rubbing Journal Entry did not give the definition of the
coin that I had hoped. The children enjoyed the activity, but I don’t believe that
the learning experience was optimal in this activity. Overall, I was very pleased
with the coin unit as presented and will continue to teach the four coin
identification and valuation together.