6: Pennies and Nickels and Dimes...Oh, My!

✓⁺ OBJECTIVES:

Students will play a game in which they determine the number of cents (pennies) that equal a nickel, dime, and quarter. The students will also identify which set of coins has more, fewer, or the same amount while also counting each collection and writing the corresponding value.

MATERIALS:

- The "What's The Value?" worksheet
- The "How Many Make a…?" worksheet
- Colored pencils and/or crayons
- One of each coin: cent, nickel, dime, and quarter
- Glue
- Scissors
- Value card sets

PREPARATIONS:

- Make copies of the "What's The Value?" worksheet (1 per student)
- Make copies of the "How Many Make a…?" worksheet (1 per student)
- Create value card sets, one per student plus a teacher set using the Value Cards resource page included.
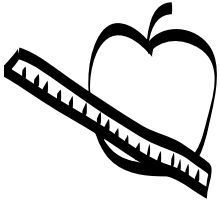
GROUPINGS:

- Whole group
- Small groups

CLASS TIME:

1 30-minute session

CONNECTIONS:

Mathematics

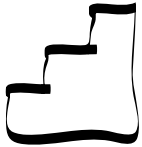# Identifying and Adding Coin Values

TERMS AND CONCEPTS:

- Cent
- Nickel
- Dime
- Quarter

- Value
- Greater than
- Less than
- Equal to

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- The cent sign (¢)
- Counting by fives and tens
- Coins and the value of a cent, nickel, dime, and quarter

STEPS:

1. To review the value of a cent, nickel, dime and quarter as a class, play the following game with your students.

   - Give each student a set of value cards. Tell them to lay out each card in front of them.
   - Hold up one of the four coins for all students to see. Ask students to select a value card and hold it up to show the number of cents that the coin is worth.
   - Ask the students how many cents this coin is worth. Solicit group response.
   - Show the students the correct value (selected from the teacher's set of value cards).
   - Ask students if that coin's value is greater than, less than, or equal to a different coin that you select.
   - Repeat numerous times, randomly selecting one of the four coins.

   (As a challenge, display all four coins in a random order. Have the students place the corresponding value cards in that same order.)

2. Introduce the "How Many Make a …?" worksheet. Review the directions with the class and ask students to complete this worksheet individually. When students finish, check worksheets for understanding.

3. Work with students to complete the "What's the Value?" worksheet. This can be completed as a class or in small groups with or without supervision as necessary.
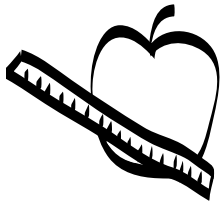
Pennies and Nickels and Dimes...Oh, My!

ENRICHMENTS/EXTENSIONS:

Create an activity center in one section of the classroom where students can practice counting stacks of cents, nickels, and dimes in amounts up to $1.00.

Create a classroom store center where students can practice matching basic price tags with coin amounts.

Refer to "Lesson 2: Money Matters" in the 1999/2000 50 State Quarter Program® lesson plans for more topic-related work.

DIFFERENTIATED LEARNING OPTIONS:

- Use coins or other manipulatives to complete "What's the Value?" questions.
- Compare coin amounts in terms of "more than," "less than," or "equal to."
- Hold up a value card and invite students to find different combinations of coins that equal the amount on the value card.
- Have students use dice and change (cents, nickels, dimes, and quarters) to play a game in pairs. For each roll, the student will get that number of cents. Students will trade up for coins of greater value, and the first to reach a quarter wins.
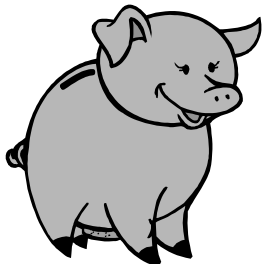
HPC CONNECTIONS

Are your students just starting to learn about using coins? Then test out the unit plan called "Pennies (Nickels and Dimes) From Heaven." It's in the "Teachers" area of the site.
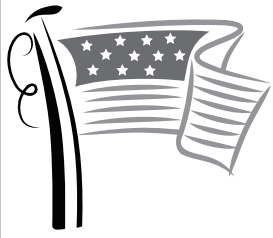
Value Cards

1¢

5¢

10¢

25¢

Grades K and 1

How Many Make a...?

DIRECTIONS

1. **Color in** the number of pennies that equal one **nickel**.

2. Circle the number of pennies that equal one **dime**.

3. Underline the number of pennies that equal one **quarter**.

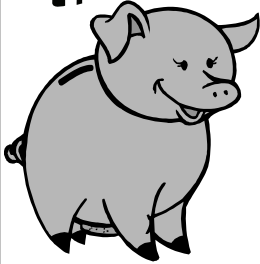Grades K and 1

What's the Value?

DIRECTIONS:

1. **Count** each group of coins and write its value in the line underneath the group.

2. (Circle) the set in each pair that has **more** coins. If the sets are the same, circle both sets.

_____¢   _____¢

_____¢   _____¢

_____¢   _____¢

_____¢   _____¢

_____¢   _____¢