

---

## 6: Coin Connections

---



### OBJECTIVE

Students will recognize and correctly identify the value of the penny, nickel, dime, and quarter. Students will correctly use the symbols for “greater than,” “less than,” and “equal to” and apply these symbols to equations using coins.



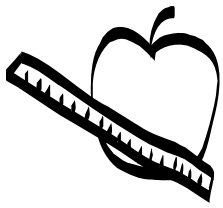
### MATERIALS

- 1 overhead projector (optional)
- 1 image of your state’s quarter reverse
- 1 overhead transparency of each of the following:
  - “Quarter Obverse” page
  - “Coin Connections” worksheet
  - “Math symbols” worksheet
  - “More, Less, or Same” worksheet
- “Coin Page” worksheet (1 per student)
- “More, Less, or Same” worksheet (1 per student)
- 1 copy of a grade-level text about United States coins and money
- Overhead transparency markers
- Chart paper
- Pencils

### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Quarter Obverse” page
  - Your state’s quarter reverse
  - “Coin Connections” worksheet
  - “Math Symbols” worksheet
  - “More, Less, or Same” worksheet
- Make copies of each of the following:
  - “Coin Connections” worksheet (1 per student)
  - “More, Less, or Same” worksheet (1 per student)
- On chart paper, prepare a chart with four columns labeled “penny,” “nickel,” “dime,” and “quarter.”





---

# Coin Connections

---



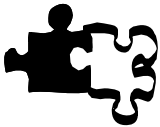
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Math



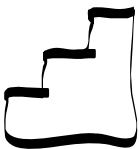
## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Penny
- Nickel
- Dime
- Greater than
- Less than
- Equal to



## BACKGROUND KNOWLEDGE

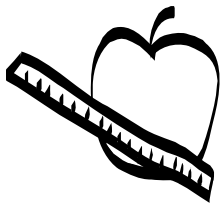
Students should have a basic knowledge of money and coins and the concepts of greater than, less than, and equal to.



## STEPS

### Session 1

1. Preview the text and illustrations you have selected and allow the students to generate observations about coins and money. Read the text aloud. Afterward, discuss with the students the names of the different coins presented in the text.
2. Display the four-column chart you prepared and introduce the labels “penny,” “nickel,” “dime,” and “quarter.” Explain to the students that these are all types of



---

# Coin Connections

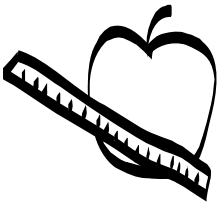
---

coins. Ask the students what coins are used for. Student answers may include buying and collecting. Ask the students to tell you what they know about each type of coin. Answers may focus on the colors, sizes, shapes, denominations, and images.

3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Introduce the word “obverse.” Explain to the students that “obverse” is another name for the front of the coin.
4. Display the “Quarter Obverse” transparency. Ask the students who is pictured on the obverse of the quarter. If necessary, tell them that the man on the quarter is President George Washington.
5. Distribute the “Coin Connections” worksheet to each of the students. Display the “Coin Connections” transparency on the overhead projector. Review each of the coins pictured with the students, including the name of the coin, the images on the coin, and the denomination.
6. Have students trace the common name and denomination of each of the coins pictured on the “Coin Connections” worksheet and then write the words themselves. Collect the “Coin Connections” worksheet.
7. Review the session and charted information about coins.

## Session 2

1. Review the previous session and discussion, focusing on the four denominations presented.
2. Display the “Math Symbols” transparency and discuss with the students the symbols used in math to represent “greater than,” “less than,” and “equal to.” Think of ways to help the students differentiate between the “greater than” and “less than” symbols. Ask the students why they think these symbols are used instead of writing the words. Student answers may include that the symbols are easier or quicker to write and that they take up less room.
3. Display and distribute the “More, Less, or Same” worksheet to students. Read and review the directions with the students and answer any questions the students may have. Review question number one and complete as a class as an example.
4. Divide the class into small groups or pairs and have the students complete the “More, Less, or Same” worksheet.
5. As a class, review the “More, Less, or Same” worksheet. Record student answers in the “My Answer” column of the worksheet. Record the correct answer in the “Class Answer” column of the “More, Less, or Same” transparency. Explain the answers and review the “greater than,” “less than,” and “equal to” symbols with the students.

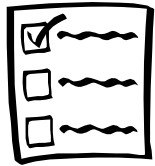


---

# Coin Connections

---

6. Have the students record the correct answers in the “Class Answer” column of the “More, Less, or Same” worksheet. Answer any student questions.
7. Display the “More, Less, or Same” worksheets around the room.



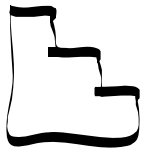
## ASSESSMENT

Use the students’ class participation and worksheets to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students compare larger coin denominations (half dollar and dollar coins).
- Have students create their own number sentences using the “greater than,” “less than,” and “equal to” symbols.
- Have students learn more about how coins are made by visiting the “Birth of a Coin” cartoon at <http://www.usmint.gov/kids/cartoons/birthOfACoin/>.



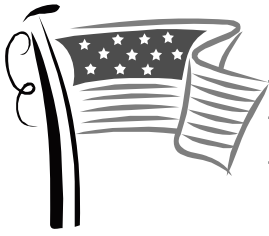
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to work with a scribe to complete the worksheet.

## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the different 50 State Quarters® Program designs by visiting “Cents of Color” at <http://www.usmint.gov/kids/games/centsOfColor/>.
- Have students test their coin recognition skills by visiting the “Coin Memory” game at <http://www.usmint.gov/kids/games/coinMemoryGame/>.





# Quarter Obverse





Name \_\_\_\_\_

# Coin Connections

**Directions:** Trace the name and denomination of each coin in the boxes. Then write them yourself in the space beneath.



Lincoln 1c



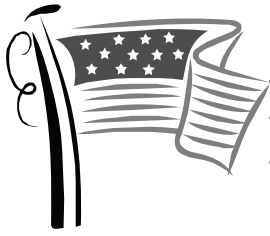
Jefferson 5c



Roosevelt 10c

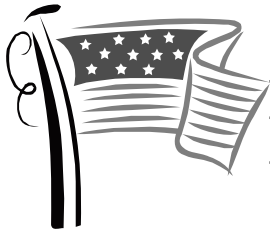


Washington 25c



# Math Symbols



















SYMBOL	MEANING	EXAMPLES
<	Less than	$1 < 5$ $5 < 10$ $10 < 25$
>	Greater than	$5 > 1$ $10 > 5$ $25 > 10$
=	Equal to	$1 = 1$ $5 = 5$ $10 = 10$ $25 = 25$



Name \_\_\_\_\_

# More, Less, or Same

**Directions:** Write the total of each coin group on the line next to the group. Write the correct symbol in the "My Answer" column. When the class reviews the worksheet, put the answer under "Class Answer."

	GROUP 1	><= MY ANSWER	GROUP 2	CLASS ANSWER
1.	 _____ ¢		 _____ ¢	
2.	 _____ ¢		 _____ ¢	
3.	 _____ ¢		 _____ ¢	
4.	 _____ ¢		 _____ ¢	
5.	 _____ ¢		 _____ ¢	
6.	 _____ ¢		 _____ ¢	
7.	 _____ ¢		 _____ ¢	
8.	 _____ ¢		 _____ ¢	
9.	 _____ ¢		 _____ ¢	