

# Money Values

Grade Level: PreK–2

Content Areas: Music, Math, Art, and Language Arts

Time Frame: 60 Minutes

## MATERIALS

Money Values series

a penny, nickel, dime, and quarter

five to ten coins per pair of students

small paper cups

various materials for the extensions

## OBJECTIVES

Students will:

- Understand the monetary values of coins
- Know the physical qualities of different coins
- Understand what the images on the coins show

## KEY VOCABULARY

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**cent**—The smallest unit of money in the United States; a penny equals one cent.

**coin**—A piece of money often made from metal

**dollar**—A unit of money, printed on paper, that is worth one hundred cents

**edge**—The thin outer side of a coin

## FREE SONG

Click [here](#) to download or stream the Money Values songs.

Find other Cantata Learning songs and books at <https://cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Start by telling a joke about coins. Say: What did one penny say to the other penny? (Answer: Let's get together and make some cents!) Tell students that a penny is also called a cent. Ask students: How many cents are in one dollar? Provide the answer if students do not know.

### Lesson Procedure:

1. Tell students that they will be learning all about coins today. Ask them to name some coins for you.
2. Put a penny on a projector or find an image of a penny to enlarge and show students. Study the image of both sides of the coin. Explain that a coin has heads and tails sides, an edge, a shape, and a color. Ask students to name the words, numbers, and pictures they see on the coin. Write their answers on the board. Explain the different parts of the coin (such as: This man is Abraham Lincoln. He was the sixteenth president.).
3. Now read *A Penny* aloud to the class. Stop on pages 10–11. Ask: What does this part of the book tell you about pennies? (Their shape) Finish reading the book. Then go through the spreads as you play the song.
4. Ask students: What can you buy with a penny?
5. Put a nickel, dime, and quarter on a projector or find images of the coins to enlarge and show students. Study the sides of the coins as a class.
6. Read *A Nickel*, *A Dime*, and *A Quarter* to the class. Do a picture walk through the books as you play the songs.
7. Review the amounts each coin equals as a class. Then ask students to work in pairs. Provide each pair with five to ten coins in a paper cup. Explain that students will be playing a game.
8. One person will pick two or three coins and hide them in their hand. They will tell their partner how much their coins equal. Then the partner needs to try to guess which coins are in the partner's hand. How many guesses does it take? Partners can switch roles for each try.
9. To end the lesson, ask students to think about why saving money is important. Discuss their answers as a class.

**Technology Extension:** Have students practice counting money by playing the Learn to Count Money game on [ABCya.com](http://ABCya.com). Students should choose Level 1, which uses the coins found in the Money Values books.

Visit [Splash Math](http://Splash Math) for some money counting games. Students can add and subtract coins, compare amounts, and learn how to make change by playing these games.

**Art Extension:** Ask students to design a new kind of coin. They need to decide how many cents it's worth, what color and shape it will be, and what images it should have on its sides. Provide construction paper, scissors, and markers. Have students draw their designs and cut them out. Then they can present their new coin to the class, complete with the coin's name.

**Writing Extension:** Have students write a short paragraph describing something they would like to save up to buy at the grocery store. Provide the class with some grocery ads so that they can research the cost of the item, or have them research the cost of their item online. Ask students to include the cost of the item in their paragraph and an explanation of why they want to buy it. Then they can draw a picture of the item they want to buy.

### Standards:

Kindergarten: CCSS.ELA-LITERACY.RL.K.7, CCSS.ELA-LITERACY.RL.K.9, CCSS.ELA-LITERACY.RL.K.10, CCSS.ELA-LITERACY.RI.K.10, CCSS.ELA-LITERACY.RF.K.1, CCSS.ELA-LITERACY.RF.K.2, CCSS.ELA-LITERACY.RF.K.3, CCSS.ELA-LITERACY.RF.K.4, CCSS.ELA-LITERACY.W.K.2, CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.4, CCSS.ELA-LITERACY.SL.K.5, CCSS.ELA-LITERACY.L.K.1

First Grade: CCSS.ELA-LITERACY.RL.1.10, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.7, CCSS.ELA-LITERACY.RI.1.10, CCSS.ELA-LITERACY.RF.1.4, CCSS.ELA-LITERACY.W.1.8, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.5, CCSS.ELA-LITERACY.L.1.1

Second Grade: CCSS.ELA-LITERACY.RL.2.7, CCSS.ELA-LITERACY.RL.2.10, CCSS.ELA-LITERACY.RI.2.10, CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.RF.2.4, CCSS.ELA-LITERACY.W.2.8, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.L.2.1

