



# MONEY SMART 2.0 LESSON GUIDE

for Grades K-2



The National Theatre for Children

NTC Financial Literacy  
K-12 Curriculum

# LESSON 1 *Counting Coins*

## LESSON OVERVIEW

Guide students in building the basics of understanding currency while having fun with coins. Through the exploration of children's literature, story problems and hands-on activities, including identifying, sorting and counting coins, students begin to develop connections between the literal product of coins and bills and the abstract concepts of using money to make purchases. Extend the exploration of currency throughout the year with a variety of cross-curricular independent and small group activities.

**TOPIC:** Understanding Currency

**CLASS TIME:** 65 minutes (excluding Expanded Information to Share activities)

### LEARNING OBJECTIVES:

Students will be able to:

- Explore the purpose of money
- Examine and discuss the history of money
- Explain ways money can be used
- Identify, sort and count coins and bills

### SUPPLIES:

- Replicas of various coins (pennies, nickels, dimes, quarters). Coin templates are available from the U.S. Mint at [www.usmint.gov/learn/educators](http://www.usmint.gov/learn/educators)
- One penny
- Chart paper, markers
- Art supplies (crayons, colored pencils, scissors, tape, glue)
- Projector (for teacher presentation slides)
- Access to the internet (optional)
- Suggested books (optional):
  - » *One Cent, Two Cents, Old Cent, New Cent: All About Money* by Bonnie Worth
  - » *The Penny Pot* by Stuart J. Murphy
  - » *The Coin Counting Book* by Rozanne Lanczak Williams

» *If You Made a Million*  
by David M. Schwartz

### PREPARATION:

- Make copies of handouts
- Set up projector with presentation slides

### STUDENT HANDOUTS:

- My History of Money Mini-Book
- Play Money

### TEACHER PRESENTATION SLIDES:

- Timeline: The History of Money
- Mixed Coins
- Story Problems: Counting Coins

### ESSENTIAL QUESTIONS:

- *How do I get money?*
- *What is a job?*
- *How can I make money?*

### ASSESSMENT ACTIVITIES:

#### PRE-ASSESSMENT:

- Talking About Money activity
- The History of Money activity

#### POST-ASSESSMENT:

- My History of Money Mini-Book handout
- Play Money handout
- Story Problems: Counting Coins slide
- Class Reflection activity

# LESSON 1 *Counting Coins*

## INSTRUCTION STEPS

### WARM UP

#### TALKING ABOUT MONEY [5 MINUTES]

Begin by exploring what students know about money. Ask students: *What is money?* After inviting students to share their ideas, explain that money is something we use to buy things (such as food, books, toys, cars) or services (such as haircuts, doctor visits, car washes).

Show the students a penny and ask them to imagine where that penny might have been before it came into the classroom.

Create a brainstorm list documenting students' ideas, such as in someone's pocket, a cash register, a wishing well or on the sidewalk. Ask: *How long do you think money has been used? Do you think the way it looks has changed?*

### TEACHER TIPS:

- Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- Spend extra time introducing your students to different coins and bills and the concept of different values.
- Understanding and differentiating currency takes time. Repeat these activities often.
- Use this lesson as a supplement to build on some of the other financial literacy topics and lessons.



### MONEY SMART TIP

Many young learners correlate the value of a coin to its size. Identifying coins by look, size, name and value provides students with the opportunity to develop connections between objects and represented numbers and value.

#### THE HISTORY OF MONEY [10 MINUTES]

Display the first teacher presentation **Timeline: The History of Money** slide, which illustrates how currency has changed over time. Ask students: *What do you notice about the pictures of money? How is money different now than it was before? How is it the same?*

### TIMELINE: THE HISTORY OF MONEY



# LESSON 1 *Counting Coins*

## INSTRUCTION STEPS

### THE HISTORY OF MONEY (CONTINUED) [10 MINUTES]

Explain that money has changed over time. Money used to be all different sizes, shapes and items. People used to use things like feathers, shells, beads, leather, gems and other precious metals to pay for things they wanted to buy. Today, everyone uses the same kind of money. If you get a dollar from a friend or from the store it will look the same. The money we use in the U.S. is going to look a little different from the money used in another country.

#### Grade Level Modifications:

**K:** Sort real-world items from the **History of Money** slide by similarities and differences (shells, beads, coins, play money). Students may discuss reasoning for sorting, such as all items of the same color or material. This topic can also extend to comparing how things in the classroom or community change over time.

**Grades 1–2:** Create a student timeline for the history of money using items depicted in the slide.

Next, display the **Mixed Coins** slide for students to observe and identify details about the modern coins pictured. Ask them to describe the differences in size and imagery on coins.

#### Grade Level Modifications:

**K:** Identify and name the coins pictured on the slide as a class (pennies, nickels, dimes and so on). Students can also use bags of change and hold up a match to the coin pointed to.

**Grades 1–2:** Select and circle or highlight two or more coins pictured and have students calculate the value.

## GUIDED EXPLORATION

### DISCOVERING THE PURPOSE OF MONEY [15 MINUTES]

After learning about money and looking at examples of what money used to look like on the **Timeline: The History of Money** slide, share with students that they will have the chance to create their own book about money. Introduce the **My History of Money Mini-Book** handout and provide each student with their own copy. Read the mini-book pages aloud and model how to complete each page and assemble the book.

#### Grade Level Modifications:

**K:** Assist children by cutting out the pages of their books beforehand and then assembling their books for them. They may draw or paste magazine pictures on pages instead of writing. They may also narrate their story for the teacher or classroom volunteer to record in their book.

# LESSON 1 *Counting Coins*

## INSTRUCTION STEPS

### DISCOVERING THE PURPOSE OF MONEY [Continued]

**Optional:** Read the book *One Cent, Two Cents, Old Cent, New Cent: All About Money* by Bonnie Worth. While reading the story, ask students to share what The Cat in the Hat discovers about money. Students can also compare illustrations to what they discovered on the **Timeline: The History of Money** slide.

Ask:

- *What does it look like in different places?*
- *What was used as money in the past?*
- *How does it look different today?*

### COUNTING COINS [10 MINUTES]

Students may use small bags of real or play change for whole-class problem solving such as imaginary shopping and making small purchases. This activity can be explored repeatedly over the course of the year, giving students the chance to develop comfort and confidence identifying cents and dollars. **Play coins should be larger than 2 inches in diameter to reduce the risk of choking.**

#### Grade Level Modifications:

**K:** Practice sorting coins by size and color. Ask students to show you a penny, a nickel, a dime, a quarter. Ask students to count how many pennies they have and share with a partner.

**Grades 1–2:** Practice sorting by value. Imagine going shopping for an item and ask students to create that amount or make change for a purchase. For example: *You had 50 cents and spent 30 cents. How much do you have left?* Represent different numbers using coins or bills. For example, today is the 16th: use cents and bills to represent the number 16.

## WRAP UP

### CLASS REFLECTION [5 MINUTES]

Ask students: *What do you now know about money?* Invite them to share their responses. Check for understanding and possibly introduce Expanded Information to Share centers for exploring the topic further.

# LESSON 1 *Counting Coins*

## EXPANDED INFORMATION TO SHARE

**NOTE:** Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class, in small groups or during center time. Duration of activities will vary.

### LITERACY CENTER

- **Possible Book Club or Classroom Library Selections**

Note: Read books with your class that focus on the lesson's financial literacy topic. Below are suggestions, but you may find other selections in your library that can be used to generate a similar discussion. For pre-literate students, read books aloud.

- o *The Penny Pot* by Stuart J. Murphy: In this book, join a group of children at the school fair. Can Jessie save enough pennies to have her face painted?

**Critical Thinking Questions:** *Why didn't Jessie have enough money to get her face painted? How did she solve her problem?*

- o *The Coin Counting Book* by Rozanne Lanczak Williams: Explore the world of coins and bills through catchy rhymes and detailed photographs. Move from identifying pennies to making a dollar.

**Critical Thinking Questions:** *What coins does it take to make a dollar?*

- o *If You Made a Million* by David M. Schwartz: Have you ever wanted a million dollars? Discover ways to make and spend a lot of money with Marvelosissimo the Mathematical Magician and his friends.

**Critical Thinking Questions:** *What would you do with a million dollars?*

- **Speaking, Listening & Writing Prompts**

Explore the following prompts through a themed show-and-tell, circle time discussions, partner pair-share discussions or writing.

**Grade Level Modifications:**

**K:** Provide students with a visual or real-world object to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

- o *What would you use money to get?*

**Grades 1–2:** Students may explore the following writing prompts by journaling or as independent writing assignments.

- o *If you had \$5, how would you spend it?*



# LESSON 1 *Counting Coins*

## EXPANDED INFORMATION TO SHARE

### MATH CENTER

- **Math Station:** Using the materials below, students can explore the following math station activities independently or as part of a small group. These could be used during classroom centers or as a choice for students who finish assignments early.

#### Grade Level Modifications:

**K: Materials:** Pennies, dice or a number cube. **Instructions:** Have students roll the number cube and count coins to match the number.

**Grades 1–2: Materials:** Coins, dice or a number cube, paper and pencil. **Instructions:** Have students roll the number cube and write down the number. They may then represent the number using coins of the appropriate value. For increased difficulty, they may roll the number cube twice and create two-digit numbers.

- **Story Problems:** Display the **Story Problems: Counting Coins** slides. Problems can be printed or projected then explored and solved as a whole class, a small collaborative group or individually. The first problem listed, Challenge 1, is more appropriate for young students. Challenge 2 will provide more difficulty.

#### Grade Level Modifications:

**K:** Solve step-by-step problems developing students' critical thinking and deductive reasoning during circle time or as a small group. Each challenge involves using or creating a visual with students and discussing small steps to solve a problem.

**Grades 1–2:** Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

### TECHNOLOGY STATION

- **Games and Online Activities:** Exploring money through online games or educational apps is a powerful way to extend classroom learning.
  - **Pig's Money Counter:** Identify, count and sort money with Peter the Pig. [www.practicalmoneyskills.com/games/peter\\_pigs\\_money\\_counter/](http://www.practicalmoneyskills.com/games/peter_pigs_money_counter/)
  - **Money Factory:** Students see how money is created at the Bureau of Engraving and Printing. [www.moneyfactory.gov/uscurrency/howmoneyismade.html](http://www.moneyfactory.gov/uscurrency/howmoneyismade.html)
  - **History of Money:** Students choose the correct form of currency as they travel through different historical periods. [www.duckiedeck.com/play/history-of-money](http://www.duckiedeck.com/play/history-of-money)

# LESSON 1 *Counting Coins*

## EXPANDED INFORMATION TO SHARE

### SOCIAL STUDIES CENTER

- To celebrate the 100th day of school, students can collaborate to represent the number 100 with as many variations of coins as possible.
- Presidents' Day can be celebrated by discussing which coins or bills feature which presidents.

### ARTS AND DRAMATIC PLAY STATION

- **Dramatic Play:** Explore using money through a variety of classroom dramatic play areas, including a flower shop, grocery store or bank.
- **Sensory Activities:** Make coin impressions with clay or dough. Older students can identify the value and then remold clay and create new impressions.
- **Art Project:** Create coin rubbings by laying a piece of white paper over the top of several coins and rubbing a crayon on the top of the sheet.

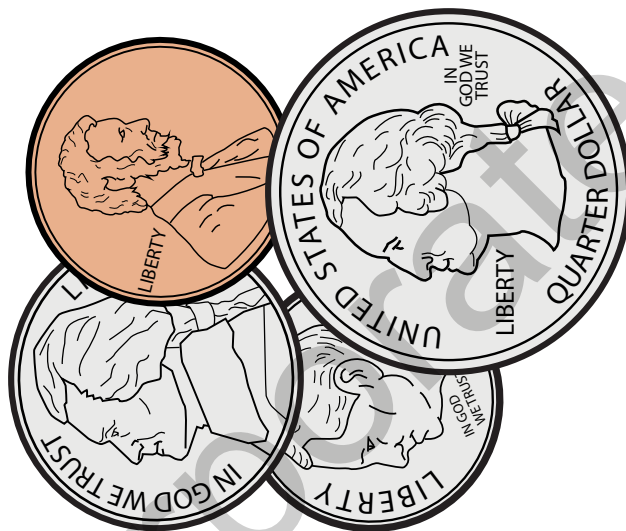


# My History of Money Mini-Book

Color and cut out the pages along the dotted lines, then fold them to make your mini-book. Write or draw pictures of your answers on each page.



## My History of Money Mini-Book



By \_\_\_\_\_

I would use money for

Three vertical lines for writing:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# My History of Money Mini-Book

Color and cut out the pages along the dotted lines, then fold them to make your mini-book. Write or draw pictures of your answers on each page.



Money is made out of

Three vertical lines for writing or drawing.

Money is used to

Three vertical lines for writing or drawing.

# Play Money

Design your own bill. Money usually has a picture of a person on it. Who will you add to your bill? Don't forget to add numbers. Color and then cut out the play money.

