Lesson 1
Pennies

Objectives
Identify and count pennies to ten cents.

Vocabulary
penny, cent

Resources
Materials:
pennies, plastic container, chart paper, index cards, ten-frame

Activate Prior Knowledge
- Have a class discussion about money. Why do we need money? Sample answer: to buy things. How do people get money? Sample answers: from the bank; from an ATM, working; grandparents.

- Give each student a penny. Have students explore their coins. What color is the coin? copper or brown. What shape is the coin? circle. What do you see on the coin? Sample answer: a man’s head, a building. Ask students to relate experiences they have had using pennies.

- Draw a cent sign (¢) on chart paper and explain that it is another way to write the word cents, which tells how much money.

- Show a group of 10 pennies and explain that the more pennies you have, the more cents you have. Show students an empty container. Ask students to count out loud as you drop the 10 pennies one at a time into the container. How many pennies do we have? 10 pennies. How many cents do we have? 10 cents.

Using Student Page 1
- Give each student 10 pennies. Have students identify the items on the shelves and their prices. Ask them to show how many pennies they would need to buy each item.

- How do you show 3¢? 3 pennies
- How do you show 5¢? 5 pennies

- Have students continue to show each amount of money. Then ask them to draw the pennies showing the number of cents they would need to buy each item.
Directions:
2-7  Count the pennies. Write the amount.

Using Student Page 2
• Have students work independently as they count the pennies and write the amount.
• If students are having trouble counting the pennies, reinforce one-to-one correspondence by having students use a ten-frame and count sets of up to ten pennies.

Assess and Close
Show students index cards with different amounts of money up to 10¢ written on them. Have students use pennies to represent the amount shown on each card.
Lesson 2
Nickels

Objectives
Identify and count nickels to twenty-five cents.

Vocabulary
nickel

Resources
Materials:
pennies, nickels, chart paper

Activate Prior Knowledge
• Give each student a nickel. Have students examine their coins. Create a class chart titled "What We Notice About a Nickel" and record students' observations. Sample answers: the coin is silver, the coin is round, the coin is worth 5 cents, the coin is larger than a penny.
• Give students a collection of pennies and nickels. Say a number between 1 and 5. Have students show that number of nickels. Then have them represent each nickel with 5 pennies.
• Have students touch and count the nickels by 5s to find the amount. Then have them count the pennies to check their answers.

Using Student Page 3
• Circle the nickels. Write how many. 4 nickels
• Show students how to skip count by 5s on the number line.
• Use the number line and skip count by 5s to help you find how much the nickels are worth. Write the amount. 20 cents
Using Student Page 4

- Display a nickel and a penny. **How much is a nickel worth?** 5 cents **How much is a penny worth?** 1 cent Demonstrate how to count up from 5 to find the amount of money, touching each coin as you count. Repeat using a nickel and 2 pennies, a nickel and 3 pennies, and a nickel and 4 pennies.
- Have students count the money in the first pocket. **How much money is in the first pocket?** 7 cents
- Have students work independently as they count and write the amount of money in each pocket.

**Assess and Close**

Which is worth more, 2 nickels or 2 pennies? 2 nickels **How do you know?** Sample answer: A penny is worth 1 cent and a nickel is worth 5 cents. Two pennies is worth 2 cents. Two nickels is worth 10 cents. Ten cents is more than two cents.
Lesson 3
Dimes

Objectives
Identify and count dimes to fifty cents.

Vocabulary
dime

Resources
Materials:
 pennies, nickels, dimes, hundred chart

Activate Prior Knowledge
• Have students sort pennies, nickels, and dimes into groups. As they sort, talk about the attributes that the coins have, such as shape, size, color, and design.
• How much is 1 penny worth? 1 cent How much is 1 nickel worth? 5 cents Show a dime as you explain that a dime is worth 10 cents, place 10 pennies under the dime.
• Display a hundred chart. I have 5 nickels and I want to find how much they are worth by counting by 5s. Have a volunteer point to the numbers on the hundred chart as the class skip-counts by 5s to 25. How much are the 5 nickels worth? 25 cents
• I have 5 dimes and I want to find how much they are worth by counting by 10s. Point to the hundred chart as the class skip-counts by 10s to 50. How much are the 5 dimes worth? 50 cents

Using Student Page 5
• Circle the dimes. Count. Write how many. 5 dimes
• Touch each dime and skip-count by 10s to find how much the dimes are worth. Write the amount. 50 cents
Directions:

4-6 Count up from 10 to find the amount. Circle the amount.

7. Count by tens to find the amount. Circle the amount.

Using Student Page 6

• Display a dime and a penny. How much is a dime worth? 10 cents How much is a penny worth? 1 cent Demonstrate how to count up from 10 to find the amount of money, touching each coin as you count. Repeat using a dime and 2 pennies, a dime and 3 pennies, a dime and 4 pennies, and a dime and 5 pennies.

• Have students count the money in the first bank. How much money is in the first bank? 11 cents

• Have students work independently as they count and write the amount of money in each bank.

Assess and Close

Have students use pennies and dimes to show amounts ranging from 11 cents to 50 cents.
**Problem-Solving**

**Act It Out**

**Objectives**
Use the act-it-out strategy to compare the values of a penny, a nickel, and a dime.

**Vocabulary**
none

**Resources**
Materials:
0–5 number cube, pennies, nickels, dimes

**Activate Prior Knowledge**
- Display a 0–5 number cube, a handful of pennies, a handful of nickels and dimes, and a ten-frame.
- Ask a student volunteer to toss the number cube and take that many pennies and place them on a ten-frame. Repeat until the ten-frame has 5 pennies on it.
- **Can we trade the pennies in the ten-frame for just one coin?** yes What is that coin? a nickel How do you know? A nickel is worth 5 cents. Five pennies is also worth 5 cents. Have a student trade the pennies for one nickel. Repeat the activity several times.
- **How many pennies are equal to 1 nickel?** 5 pennies **How many nickels are equal to 5 pennies?** 1 nickel
- Repeat activity using 10 pennies and a dime.

**Using Student Page 7**
- **How many nickels can you get for the pennies in the bank?** 2 nickels
- **How many dimes?** 1 dime
Directions:
4. Count the pennies. Use coins and the number line to help you exchange the coins.
5. How many nickels can you get for the pennies in the bag? 4 nickels
6. How many dimes can you get for the pennies? Write the number.

Using Student Page 8
- How many nickels can you get for the pennies in the bag? 4 nickels
- How many dimes? 2 dimes

Assess and Close
Give each student 1 nickel, 1 dime and ten pennies. How many pennies can I get if I have 1 nickel? 5 pennies How many pennies can I get if I have 1 dime? 10 pennies Have students act out their answers using coins. Check students’ work.
Lesson 5
Review Money

Objectives
Review identifying, counting, and exchanging coins.

Review Vocabulary
penny, cent, nickel, dime

Resources
none

Activate Prior Knowledge
• Tell simple riddles that ask students to guess which coin you are describing. Some examples are: I am worth more than a penny and less than a dime. What am I? a nickel I am copper and larger than a dime. What am I? a penny
• Invite students to think of their own coin riddles to share with the class.

Using Student Page 9
• Have students draw the coins they would use to buy each toy.

Check students’ drawings.

Directions:
1. Use coins to show each price. Draw the coins you used.
Directions:
2-4 Count the coins to find each price. Write the amount on the price tag.

Using Student Page 10
- How much does the drum cost? 8 ¢
- How much does the duck cost? 14 ¢
- How much does the football cost? 20 ¢

Assess and Close
Using 10 pennies, 2 nickels, and 1 dime, have students tell different ways to make the following amounts of money: 8 cents, 15 cents, 20 cents, 11 cents. Sample answers: 8 cents—1 nickel and 3 pennies or 8 pennies; 15 cents—15 pennies or 3 nickels; 20 cents—20 pennies, 4 nickels, or 2 dimes; 11 cents—1 dime and 1 penny or 11 pennies.
Using Student Pages 11 and 12

- Tell students that they are going to work on some pages that review what they have learned about money.
- Before they begin, ask students to remind each other of some of the things they have been learning about money. For example, they may mention the coin names and their values.
Directions:
7 How many nickels can you get for the pennies?
8 Use dimes to show the amount. Draw to show the dimes you used.
9 Draw an X on each nickel. Circle each dime.