



The Centsables

KINDERGARTEN LESSON PLAN



Lesson topic

Identifying the penny, nickel and dime, and their value

Instructional Objectives

Students will be able to:

1. Identify coins by name
2. Recognize the value of coins

Essential Question

What is money?

Financial Literacy Standards

This is a representative sample of the state standards:

- **Ohio standards**
 - **Number, Number Sense and Operations Benchmark D: Determine the value of a collection of coins**
 - **Indicators 9: Identify and state the value of a penny, nickel, and dime**

Materials



For teachers:

- **Large picture of piggy bank**
- **Large picture of penny (front and back), and '1 ¢'. The word penny is written in lower case letters**
- **Large picture of nickel (front and back), five pennies, and '5 ¢'. The word nickel is written in lower case letters**
- **Large picture of dime (front and back), 10 pennies, and '10 ¢'. The word dime is written in lower case letters**

Materials



For each child:

- Penny sheet (picture of front and back, dotted lines to trace the word 'penny,' plus trace lines for '1 ¢')
- Nickel sheet (picture of front and back, dotted lines to trace the word 'nickel,' plus trace lines for '5¢' and five pennies)
- Dime sheet (picture of front and back, dotted lines to trace the word 'dime,' plus trace lines for '10¢' and ten pennies)
- Pencil or crayon
- Penny strip sheet (for optional enrichment activity)

(Optional: a penny, nickel and dime for each student to examine at his/her desk. You may also set up stations with coins and have groups of students come to examine them)

¢ Motivation

Say:

- Today we are going to talk about money, and why it is important. We are going to see what some money looks like, and what you can use it for.

Do:

Engage the children by holding up the picture of the piggy bank.

Say:

- Who can tell us what this is? (Elicit: a piggy bank)
- Raise your hand if you have a special bank of your own at home. Does anybody's bank look like something else instead of a piggy?
- Who can tell us what you keep inside your bank? (Elicit: money)
- Why do you keep your money in a special place, like this piggy, instead of just stacking it by your bed, or in a drawer or your pockets? (Elicit: to keep it safe)
- Sounds like you want to keep your money safe. But what is money? (Elicit: it's what people use to buy things)

Lesson Activity

Say:

- Let's talk about some of the money that you may have in your piggy bank.

Do:

 Hold up the large picture of the penny.

Say:

- Who can tell us what this is? (Elicit: a penny)
- What is this kind of money called? (Elicit: a coin)
- What is its shape? (Elicit: round)
- How much is this coin worth? (Elicit: one cent)

Do:

 Point to the '1 ¢' symbol on the picture. Explain that is how the value of a coin is expressed.

Say:

- Who can tell us who this is on the front of this penny? (Elicit: Abe Lincoln)
- Who knows something about Mr. Lincoln? (Elicit: president)
- What do you see on the back of the coin? (Elicit: a building, the Lincoln Memorial)
- Where is the value of this penny written? (Encourage kids to point to 'one cent')
- Is one cent a lot or a little money? (Elicit: a little)
- What are some things you might be able to buy with one penny?

**Do:**

Pass out the 'penny' activity sheet, and have kids trace the word 'penny' at the top, and the '1 ¢' symbol.

When they are finished, hold up the large picture of the nickel next to the picture of the penny.

Say:

- Here's another coin you may have in your piggy bank. Who can tell us what this is? (Elicit: nickel)
- How is a nickel the same as a penny? (It's money, can be used to buy things, same shape, made of metal)
- How is it different? (different color, larger than penny, worth more, man is facing the other direction)
- We learned that a penny is worth one cent. Who can tell us how many cents a nickel is worth? (Point to the words 'five cents' on back of coin)
- A nickel is equal to 5 pennies.

**Do:**

Hold up only the picture of the nickel.

Say:

- Another president is pictured on the nickel. Can anyone tell us who he is? (Thomas Jefferson)
- What is this on the back of the coin? (a building – Monticello, Jefferson's home)
- What are some things you might buy with a nickel?
- Which do you think is easier to carry around? One nickel or five pennies? Why?

**Do:**

Pass out the 'nickel' activity sheet, and have children trace the word 'nickel' at the top, and the '5 ¢' symbol. Then together, count the five pennies.

Hold up the picture of the dime.

Say:

- There's one more coin we will talk about today. Can anyone guess which it is? (dime)

Do:

Hold up the picture of the penny and dime, and ask the children to share what they know about the dime.

Say:

- How is a dime the same as a penny? (it's money, can be used to buy things, same shape, made of metal)
- How is it different? (different color than penny, smaller than penny, worth more)
- We learned that a penny is worth one cent. We learned that a nickel is worth five cents. Does the dime tell us how many cents it is worth? (no - people must know that for themselves)
- Who can tell us how many cents a dime is worth?
- A dime is equal to 10 cents, or 10 pennies.

Do:

Hold the pictures of the nickel and dime next to each other so the children can compare.

Say:

- How is a dime the same as a nickel? (it's money, can be used to buy things, same shape, same color, made of metal)
- How is it different? (different man, smaller than nickel, worth more, no building on back, no value on back)
- Who remembers how much a nickel is worth? (Elicit: five cents)
- Another president is pictured on this coin. Who can tell us his name? (Franklin D Roosevelt)
- What do you see on the back? (torch, olive branch, oak branch)

Do:

Give the children their 'dime' activity sheet, and have them trace the word 'dime' and the '10¢' symbol. Then together count the 10 pennies.

Optional enrichment independent seat activity:

This activity will help children better understand the relative value amounts of the penny, nickel and dime.

Materials needed:

- Print a copy of "How many pennies is each coin worth?" for each child
- Print a penny strip sheet for each student
- Pair of scissors and glue stick for each student

How to play

- Distribute a penny strip, pair of scissors and glue stick to each student
- Instruct the children to cut out the correct number of pennies to equal one nickel and paste them on their nickel sheet
- Suggest that they count the number of pennies on their handout to help them cut out the correct number to paste
- Next, instruct the children to do the same thing for the dime sheet

Closure/Summary

Students should be able to answer the following questions:

- What three coins did we talk about today?
- How much is a penny worth? A nickel? A dime?
- Which coin can buy you the most? The least?
- Who is pictured on the coins? (presidents)
- Raise your hands if you have some of these coins in your piggy banks
- Can anyone tell us what other coins people use? (quarter, half-dollar, dollar bills)
- If you could choose a penny, nickel or a dime to keep, which would you choose? Why?



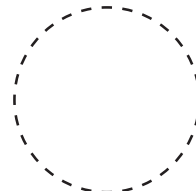
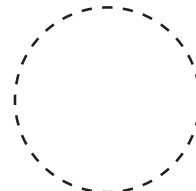
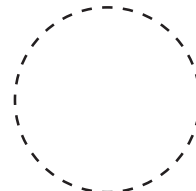
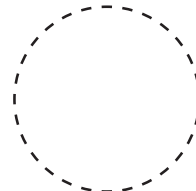
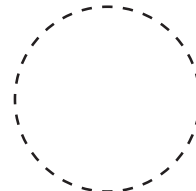
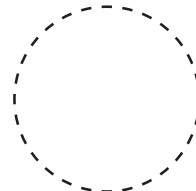
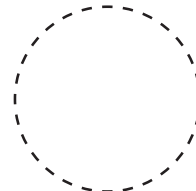
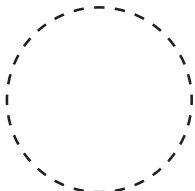
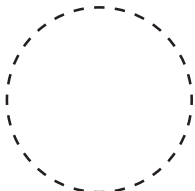
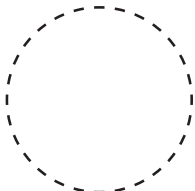
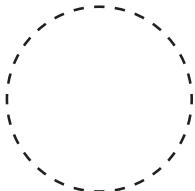
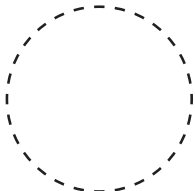
10¢ dime



10¢ dime



How many pennies is each coin worth?





The Centsables®

KINDERGARTEN ENRICHMENT ACTIVITY



Cut out the penny strips and place the correct amount below the nickel and dime.



5¢ nickel



5¢ nickel



1¢ penny



1¢ penny

