

## **Lesson Title: Do Coins have Whiskers?**

**Grade Level: K**

**Lesson Description:** In this lesson, students examine the characteristics of quarters, dimes, nickels and pennies. They practice identifying the coins, and they discuss why some coins have ridges around the edge.

**Relationship to Financial Foundations for Kids Lessons Program 2**

### Episode 1 – Which Coins are Which?

Buddy identifies the coins in his piggy bank as quarters, dimes, nickels, and pennies, using the characteristics, size and color. Buddy sings a song about fitting all of his coins into a homemade piggy bank. The concepts of jobs (chores) and income are introduced but not yet defined.

**Concepts:** Coin identification, Characteristics of coins

### **Objectives:**

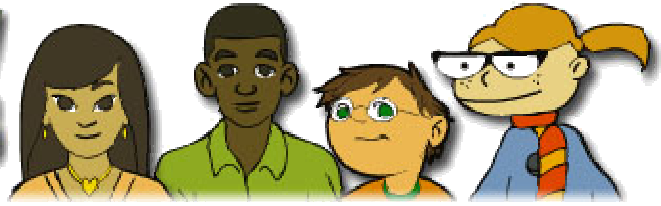
Students will:

1. Identify quarters, dimes, nickels, and pennies
2. Explain why coins are different sizes and why some coins have smooth edges and others have ridged edges.

**Time Required:** 40 minutes

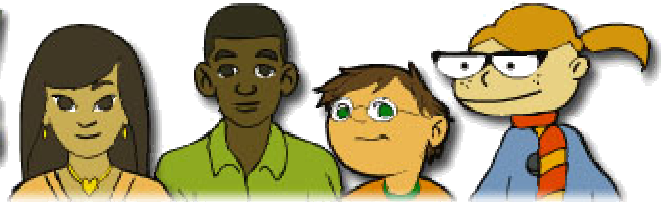
### **Materials:**

- 1 quarter, dime, nickel, and penny for each pair of students (for first demonstration)
- 4 pennies, 4 nickels, 4 dimes, and 4 quarters for each student
- a transparency of the COIN card
- One copy of Handout K.1 for each student.
- COIN Clues cut apart and placed in a cup to be drawn at random
- 4 or 5 small prizes for students

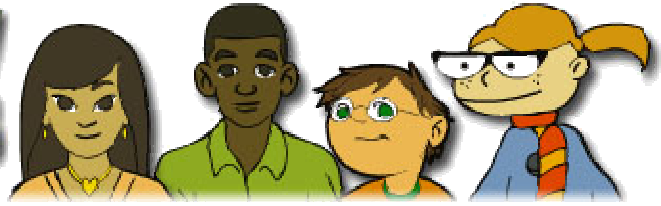


## Procedure

1. Write your name on the board and introduce yourself. Tell the students the name and location of your bank.
2. Ask the students if they have been learning about economics and personal finance. Explain that today they will learn all the ways that pennies, nickels, dimes, and quarters are different from each other.
3. Place students in pairs.
4. Explain that today students will use describing words to explain how some coins are different from others.
5. Ask the students to name items they have purchased from a store. (candy, snacks)
6. Ask a student to describe the process of buying something. (Student should describe picking out an item, going to the counter, paying for the item, and receiving the item.)
7. Ask students how they paid for the item. (They used money.)
8. Show students a handful of coins. Ask if the money they used looked like these coins.
9. Distribute a quarter, dime, nickel and penny to each pair of students.
10. Draw four columns on the board with the headings, quarter, dime, nickel, penny.
11. Instruct each pair of students to look carefully at the nickel. Ask the students to describe the features of the nickel by answering the following questions. List the features on the board as they are stated by students.

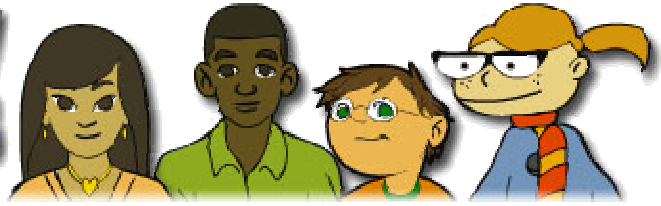


- a. What color is the nickel? (silver, gray)
  - b. Are the edges of the nickel smooth or rough? (smooth)
  - c. Is the nickel bigger than any of the other coins? (yes, penny and dime)
  - d. Is the nickel smaller than any of the other coins? (yes, quarter)
  - e. What else do you see on the nickel? (Students should observe that the nickel has words on it, it has a head on one side, some nickels have a building on the other side, some nickels have two hands shaking on one side, each nickel has a date.)
12. Explain that the head on the nickel is a picture of Thomas Jefferson. He was the third president on the United States. The building on the back of the nickel is where Thomas Jefferson lived when he was not being the president. Allow students a few seconds to examine Thomas Jefferson's face and the picture of his home.
13. Instruct each pair of students to look carefully at the penny. Ask the students to describe the features of the penny by answering the following questions. List the features on the board as they are stated by students.
- a. What color is the penny? (copper)
  - b. Are the edges of the penny smooth or rough? (smooth)
  - c. Is the penny bigger than any of the other coins? (yes, dime)
  - d. Is the penny smaller than any of the other coins? (yes, nickel and quarter)
  - e. What else do you see on the penny? (Students should observe that the penny has words on it, it has a head on one

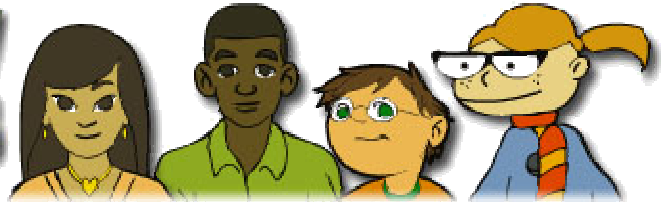


side, it has a building on the other side, each penny has a date.)

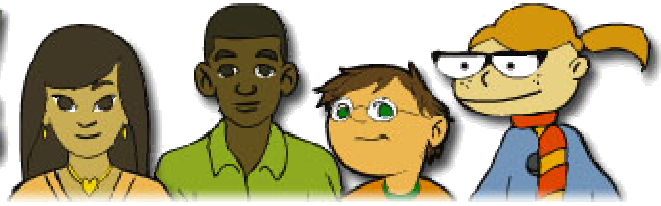
14. Further explain that the head on the penny is a picture of Abraham Lincoln. Abraham Lincoln was the 16<sup>th</sup> president of the United States. The building on the penny is a special place built to honor Abraham Lincoln. Allow students a few seconds to examine Abraham Lincoln's face and the building built in his honor.
15. Instruct each pair of students to look carefully at the dime. Ask the students to describe the features of the dime by answering the following questions. List the features on the board as they are stated by students.
  - a. What color is the dime? (silver)
  - b. Are the edges of the dime smooth or rough? (rough)
  - c. Is the dime bigger than any of the other coins? (no)
  - d. Is the dime smaller than any of the other coins? (yes, it is smaller than the penny, nickel and quarter)
  - e. What else do you see on the dime? (Students should observe that the dime has words on it; it has a head on one side; it has a torch, an olive branch, and an oak branch on the other side, each dime has a date.)
16. Allow students a few seconds to examine the torch, olive branch and oak branch on the dime. If asked, explain that the man pictured on the dime is Franklin Roosevelt, who was also a president of the United States.
17. Instruct each pair of students to look carefully at the quarter. Ask the students to describe the features of the quarter by answering the following questions. List the features on the board as they are stated by students.



- a. What color is the quarter? (silver)
  - b. Are the edges of the quarter smooth or rough? (rough)
  - c. Is the quarter bigger than any of the other coins? (yes, penny, dime and quarter)
  - d. Is the quarter smaller than any of the other coins? (no)
  - e. What else do you see on the quarter? (Students should observe that the quarter has words on it, it has a head on one side, some quarters have an eagle on the other side, some quarters have a picture on the other side, each quarter has a date.)
18. Further explain that the head on the quarter is a picture of George Washington. George Washington was the 1<sup>st</sup> president of the United States. Allow students a few seconds to examine George Washington's face and the eagle.
  19. Focus the students' attention on the color. Ask the students what metal they think the quarter and dime are made of. (Students will likely think silver.) Explain that there was a time when quarters and dimes were mostly made of silver, but now they contain no silver at all. Explain that silver became very expensive, so the government decided to make the coins using some other kinds of metals. They are copper on the inside and a mix of two metals on the outside. The outside metals make the coins look like they did a long time ago, when they were made of silver.
  20. Direct the students' attention to the edges of the coins. Ask students to describe how the edges feel. (Quarters and dimes are bumpy, pennies and nickels are smooth.) Explain that coins are different sizes with different edges so that people who have difficulty seeing can feel the type of coin. Ask student pairs to take turns closing their eyes and feeling a coin. Students feeling a coin should keep their eyes closed while identifying the coin to their partner.



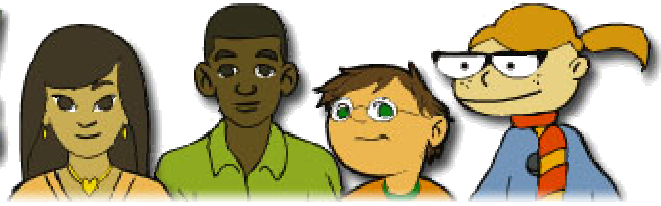
21. Ask for a show of hands of students who would like to demonstrate their ability to identify a coin with their eyes closed. Bring a student to the front of the room and, after he/she has closed his/her eyes, place a coin in his/her hand and ask for an identification of the coin. Repeat this step two or three times.
22. Explain that the students are going to play coin bingo to see how well they can identify coins. Distribute a "COIN" bingo card to each student and give each student four pennies, four nickels, four dimes, and four quarters.
23. Instruct the students to place the coins on their cards any way they want so that each square has a coin. Explain that you are going to read clues. Each clue will be describing a feature of a particular coin. For example, one of the clues is "This coin is copper in color." Ask students which coin you are describing? (penny)
24. Explain that each time the student hears a coin clue, he/she should find that coin on the bingo card and remove it. Explain that only one coin can be removed at a time. So, if the student hears a clue about a penny, he/she should remove one penny from the card – not all four pennies.
25. If a student removes four coins in a row, either across, or down or on an angle, he or she should yell "COIN." Demonstrate these patterns on the transparency.
26. When a student has yelled COIN, check to be certain that the coins removed match the clues you stated. Do this by picking up one of the coins the student removed and stating the clue you read that described this coin. Be sure that the student has removed coins from a row across, down, or diagonally.
27. Repeat the game several times to allow students to become familiar with the characteristics of the coins. Provide prizes for winners.



## Closure

Review the content of the lesson with the following questions.

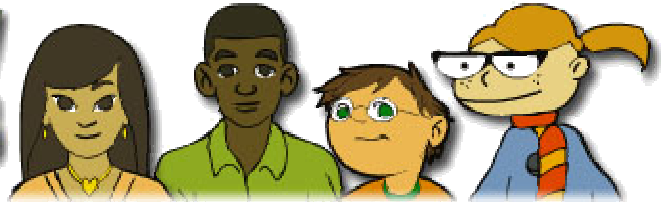
- When you buy a good or service, how do you pay for it? (money, coins)
- Which coins did we talk about today? (quarters, dimes, nickels, pennies)
- Which coins are silver colored? (quarters, dimes, nickels)
- Which coins have smooth edges? (nickels and pennies)
- Which coins have bumpy edges? (quarters and dimes)
- Why are different coins different sizes? (so that people who do not see well can tell them apart)
- Why do some coins have bumpy edges? (so that people who do not see well can tell the coins apart)
- Who is pictured on a penny? (Abraham Lincoln)
- Who is pictured on a nickel? (Thomas Jefferson)
- Who is pictured on a quarter? (George Washington)
- What job did Abraham Lincoln, Thomas Jefferson, and George Washington have? (president)



Handout – K.1

C	O	I	N





**Coin Clues – to be cut into strips to draw from container**

This coin is copper in color. (penny)	This coin has a torch on it. (dime)
This coin has a picture of Thomas Jefferson's house. (nickel)	This coin has a picture of Thomas Jefferson. (nickel)
This coin is the smallest. (dime)	This coin is smaller than a nickel, but larger than a dime. (penny)
This coin is the largest on your bingo card. (quarter)	This coin is bigger than a penny but smaller than a quarter. (nickel)
This coin has a picture of a building that was built to honor Abraham Lincoln. (penny)	This coin sometimes has an eagle on it. (quarter)
This coin has a picture of George Washington. (quarter)	This coin has a picture of Abraham Lincoln. (penny)
Two coins have rough edges. This is the smaller one. (dime)	Two coins have rough edges, this is the larger one. (quarter)
Two coins have smooth edges. This is the smaller one. (penny)	Two coins have smooth edges. This is the larger one. (nickel)