


Kindergarten Penny Lesson

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Based on lesson by:

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VITAL INFORMATION

Subject(s)

Mathematics, Science, Social Studies

Objective(s)

Students will be able to:

- recognize the attributes and value of a penny
- use their senses to describe the shape, texture, and color of a penny
- understand that people use money to purchase goods
- count out a given number of pennies, using ten frames as needed

Students will be able to meet these objectives with at least 80% accuracy, measured by their guided practice demonstrations, contributions during group discussions, and their performance on the Coin Counting worksheet.

Purpose

The purpose of this lesson is to familiarize students with U.S. currency and its value. Students will also gain an understanding of how currency is used to purchase goods and services.

Prerequisite Skills

- Familiar with colors, shapes and other words that can be used to describe an object when prompted
- One-to-one correspondence
- An understanding of the relationship between numbers and quantities
- Able to link counting of items to cardinality
- Basic fine motor skills

Grade Level

Kindergarten

Materials

- Printout of penny poem and song
 - by Michelle Tomaszewski from www.thecolorfulclassroom.blogspot.com
- 8 sets of pennies, glued to cardboard
- 3" x 5" pcs of paper with "penny" label in top corner
- Brown crayons
- 8 magnifying glasses
- 16 copies of penny poem on cardstock
- 8 sets of 20 pennies
- 6-8 toys, labeled with price tags
- 16 ten frames
- Penny Counting worksheet
- Paper pennies, 25 per student

Anticipatory Set

I will have the students join me on the rug for a group discussion. We will start by looking at a couple of the toys that are labeled with price tags. I will ask the students to pretend we are at a toy store and have found these toys. I will read the price tags to them and ask if they know why the toys have such a label. I will ask prompting questions, such as:

- What does it mean when it says "25 cents"?
- Can I just pick out things I want from the toy store and leave?
- What do I have to do before I keep the toy?

This will begin our discussion about money and how it is used. I will then tell them that we are going to focus on one type of coin today - the penny.

Input

I will have the students form a circle on the rug. We will pass around a cup of pennies so that each student may take one. As they get their pennies, I will ask them to describe their pennies - what shape is it? what color? are the edges rough or smooth? what do they see on each side? I will then explain that one

penny is worth 1 cent, and introduce the penny poem as an easy way to remember that fact. We will repeat it together two or three times. I will then ask the group how much a penny is worth and have them give themselves a pat on the back for the correct answer.

Next I will explain that we put pictures of important people and places on all of the money that we have. I will tell them that the person pictured on the penny is Abraham Lincoln, a very important president from a long time ago. I will mention that on the back is the Lincoln Memorial, a famous place in Washington, D.C. I will then teach them the penny song as a way to remember who is on the penny.

I will then explain that since one penny equals one cent we know how much money we have when we know how many pennies we have. We will practice by counting how many pennies we have altogether as a class. I will ask how many pennies we would need if the toy we saw at the beginning costs 24 cents. I will have the kids kiss their brains if they knew the answer.

After completing these whole group activities, I will tell the students that they are going to get a chance to work with their shoulder partner to take a closer look at the penny. They will get to pretend to be at the toy store and will show me how many pennies they need to purchase different items. We will also be making something called an etching, which they will add to their piggy banks (from a previous lesson).

I will remind the students that they will be working with their shoulder partner. I will tell them that when they go back to their seats, they will find a bag of pennies, two ten frames and a magnifying glass on the table (one set of supplies for each pair). I will instruct them to spend a minute using the magnifying glass to look closely at both sides of their pennies. While they look at their pennies, I will set up the toys in front and the overhead projector for the next activity. Once ready I will ask the students if they noticed anything about their pennies that we didn't notice before. I will also ask if anyone saw Lincoln's statue in the Lincoln Memorial.

Next I will instruct them to place the magnifying glass in the center of the table and to place the two ten frames in front of them. I will explain that someone will get to select a toy to pretend to buy from our toy store. I will read the price tag to them, and then they will work together with their partner to show me on the ten frames how many pennies they would need to buy the toy. We will do one example together on the overhead. We will continue with this activity 2-3 times as part of the guided practice, as time permits.

Once we have completed our pretend shopping trip, I will have the students put all of the materials in the center of the table and will give instructions for their independent work. I will show an example of what the penny etching will look like when they are done. I will then give step-by-step instructions on how to make the etchings and then glue it to the back of the poem printout. I will explain that after completing their etching, the students may place it in their piggy bank and pick up the Penny Counting worksheet to be completed and turned in. We will go over the instructions for completing the worksheet and I will model how it is done by completing the first one on the overhead projector.

Modeling

I will model various activities and concepts throughout the lesson. When presenting the penny poem and song, I will first say it for the students and then have them repeat after me. I will show the students how to use the magnifying glass before having them examine the pennies with their partners. At the beginning of our "shopping trip," I will model how to fill the ten frames using the overhead projector. Prior to having the students work on their independent work, I will demonstrate each step. I will display a completed etching on the board and complete the first question on their worksheet using the overhead projector.

Check for Understanding

Throughout the lesson I will check for the students' understanding by asking relevant questions and reviewing the information discussed. During whole group, I will ask them (a) how much a penny is worth and (b) how many pennies are needed to buy some of the toys we have looked at. As we work through the guided practice exercise, I will circulate around the room to check for their understanding of the value of a penny. Students will also complete an independent exercise that will check their understanding of the value of a penny.

Guided Practice

Students will get to practice with pennies by working with a partner to pretend to shop at our toy store. I will draw a student's name to have them select a toy to

"buy". Students will then be asked to put the correct number of pennies needed to buy the toy on their ten frames. As students work together to fill their ten frames, I will circulate the room to check for understanding. I will provide positive feedback as the students work together or guidance as needed.

Closure

After giving the directions for the independent work, I will ask the students:

- What do we call this coin (showing a penny)?
- Tell me one thing you have learned about the penny today.
- Why do we need to know about money? What is it used for?

I will tell them to give their partner a high five for a job well done and will have them begin their independent work.

Independent Practice

Students will complete the etching of the front and back of a penny. They will trace the word "penny" and then attach their etching/writing to the back of a pre-printed poem. Afterwards, students will complete the Penny Counting worksheet, on which they must count eight different sets of pennies and write the quantity on the right. After completing their independent work students will have earned 25 pretend pennies to add to their piggy banks, which will be used in future lessons.

Enrichment

Students needing enrichment may be asked to:

- determine how many pennies we have all together by coming up with a way to group them
- create addition or subtraction problems using their pennies

Remediation

Students needing remediation may:

- be partnered with a higher level student during subsequent activities
- receive one-on-one guidance while completing the independent practice
- asked to complete a modified worksheet to appropriately challenge them
- receive further practice with the instructor during independent time throughout the week

Standard(s)

Display: Collapse All Expand All

▼ AZ- Arizona Academics Standards

▼ **Subject:** Social Studies (2006 Final)

▼ **Subject/ Grade/ Domain:** Kindergarten

▼ **Strand:** Strand 5: Economics

▼ **Concept:** Concept 1: Foundations of Economics

Performance Objective: PO 5. Recognize various forms of U.S. currency. Connect with: Math Strand 1 Concept 1

Performance Objective: PO 6. Recognize that people use money to purchase goods and services.

▼ **Subject:** Mathematics (2010)

▼ **Subject/ Grade/ Domain:** Kindergarten

▼ **Strand:** Counting and Cardinality (CC)

▼ **Concept:** Know number names and the count sequence.

Standard:

K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a.) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b.) Understand that the last number name said tells the number of objects

counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c.) Understand that each successive number name refers to a quantity that is one larger.

Subject: Science

Subject/ Grade/ Domain: KINDERGARTEN

Strand: Strand 5: Physical Science

Concept: Concept 1: Properties of Objects and Materials
Classify objects and materials by their observable properties.

Performance Objective PO 1 : Identify the following observable properties of objects using the senses:

Example: shape, texture, size, color

Assessment/Rubrics

I will be assessing the students' understanding of the material throughout the lesson by asking questions relevant to the material covered. I will also assess their comprehension of the value of the penny by observing them as they complete the guided practice exercise. During this activity students will receive immediate feedback through positive praise or guidance while I circulate around the room as well as through checking their answer by completing it as a group on the overhead.

Student understanding will further be assessed using the Penny Counting worksheet, which will be collected and graded. Students will be expected to complete this with at least 80% accuracy. Those unable to do so will receive remediation through pairings during future activities or one-on-one assistance during related independent practice later in the week.

Students will also be asked to show their own self assessment after completing their guided and independent practice.

