

1: Sing a Song of Coinage

Based on the Tennessee quarter reverse



OBJECTIVES:

Students will closely examine a cent (penny), nickel, dime and quarter. They will list words that describe each coin and will use their observations to create a song about coins.



MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Tennessee quarter reverse
- Chart paper
- Markers
- Cents, nickels, dimes, quarters
- 1 envelope per student
- Large paper coins for demonstration (optional)
- Copies of the completed class coin song



PREPARATIONS:

- Copy the words of “The Coins in My Hand” song onto chart paper, leaving spaces to fill in missing words.
- Make an overhead transparency (or photocopy) of the Tennessee quarter reverse.
- Gather 1 coin of each denomination for each of the students—cents, nickels, dimes, and quarters.
- Place 1 cent, 1 nickel, 1 dime, and 1 quarter in each envelope.



GROUPING:

Whole group



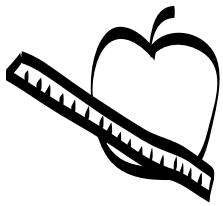
CLASS TIME:

2 20- to 30-minute sessions



CONNECTIONS:

- Language Arts
- Music
- Mathematics
- Science



Identifying Coins and Their Value



TERMS AND CONCEPTS:

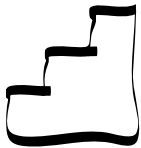
- Cent
- Nickel
- Dime
- Quarter
- Coins
- Value
- Symbol
- Musical heritage



BACKGROUND KNOWLEDGE:

Students should have a basic knowledge of:

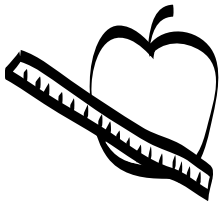
- Circulating coins and their values
- The traditional children’s song “The Wheels on the Bus”



STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Tennessee quarter reverse.
2. Ask the students what they see on this coin. Discuss these symbols and their meanings. On chart paper, list the comments of each student.
3. Ask students why they think Tennessee chose to put musical instruments on their quarter. Discuss the words “Musical Heritage” on the quarter. Build on the students’ responses, but convey the idea that music and song writing are important to that state.
4. As a class, discuss what topics people write songs about (reflect on a song that all students are familiar with). Ideas discussed should include things that are important to the writer, that interest the writer, and that the writer knows about. Explain to the class that, as a group, they will write a song about something they have been studying: money.
5. Distribute an envelope to each student that contains 1 cent, 1 nickel, 1 dime, and 1 quarter.
6. As a class examine the physical characteristics as well as the value of each coin in the envelope. On separate pieces of chart paper for each coin, write the students’ observations, making sure to address similarities and differences among the coins. Display these charts for the whole class to see.



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Session 2

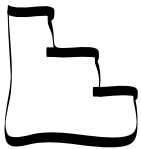
1. Introduce the students to the song that they will be creating. Display the song written on a piece of chart paper with blanks to fill in.
2. As a class, go through each verse of the song discussing what words could fit in the blanks. Take student suggestions and fill in each blank on the large chart.
3. When the song has been completely created, sing it as a class!
4. Create and distribute copies of the completed class song lyrics to each student.
Note: Remember to respect and comply with our nation's copyright laws when you do this project, especially if you plan to use copyrighted editions, arrangements, or recordings.



ENRICHMENT/EXTENSIONS:

Perform the song for other classes. Prepare props, such as enlarged coins, to use when performing the song.

Record the performance and place the completed chart with the recording in the class listening center to practice reading skills.



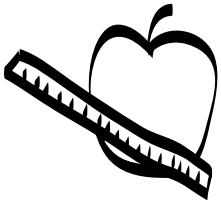
DIFFERENTIATED LEARNING OPTIONS:

- Address one song verse each day, building a completed class song by the end of the week.
- Use pre-prepared sentence strips with appropriate answers for filling in the class song.
- Draw corresponding pictures to accompany text listed on class observation charts and in the class song.



HPC CONNECTIONS

Want to learn more about the Tennessee quarter? Visit the February 2002 Coin of the Month in the "Coin News" area.



Sing a Song of Coinage

Sing to the tune of “The Wheels on the Bus” and “This Is the Way We Wash Our Clothes.”

The Coins in My Hand



1. The penny in my hand is _____ and round,
(color of coin)

Brown and _____,
(shape of the coin)

Brown and round.

The _____ in my hand is small and round
(name of coin)

And it is worth one cent.

2. The nickel in my hand is _____ and round,
(color of coin)

Silver and _____,
(shape of coin)

Silver and round.

The _____ in my hand is silver and round
(name of coin)

And it is worth five cents.

3. The dime in my hand is _____ and round,
(size of coin)

Small and _____,
(shape of coin)

Small and round.

The _____ in my hand is small and round
(name of coin)

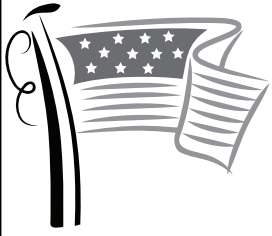
And it is worth ten cents.

4. The quarters in my hand show different states,
Different _____,
(U.S. divisions)

Different states.

The _____ in my hands show different states
(name of coins)

And they're each worth twenty-five cents.



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