

6: Coin Motion



OBJECTIVE

Students will recognize coins and their values and count coin groups.



MATERIALS

- 9 posters (or more, if teacher adjusts Steps below)
- Coins or coin manipulatives consisting of cents (pennies), nickels, dimes, and quarters—enough for each student to get one
- 4 orange traffic cones (or alternate items)
- Markers
- Tape
- Music (upbeat)



PREPARATIONS

- Write the numbers one through five on the first five posters. Teachers should adjust these numbers to meet their classrooms needs. For example, the number of posters could increase to ten.
- On the remaining posters, write the four different coin names (quarter, dime, nickel, and penny), and the coin values (for example, “5¢”). Tape these to the cones.



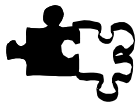
GROUPINGS

- Whole group
- Small groups



CLASS TIME

Two 20- to 30-minute sessions



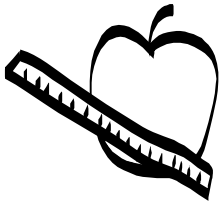
CONNECTIONS

- Mathematics
- Physical Education
- Music



TERMS AND CONCEPTS

- Addition
- Coins
- Penny
- Nickel
- Dime
- Quarter
- Value
- Gross motor/locomotor skills

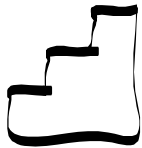


Identifying and Counting Coin Values



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of cents.



STEPS

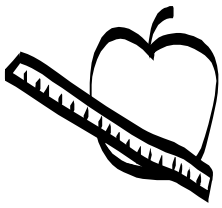
Session 1

Note: If the classroom does not allow for the physical movement necessary for this lesson, move to another space or adjust the lesson to limit movement in a safe way.

1. Review the value of the penny, nickel, dime and quarter as a class.
2. Display the posters (depicting the coin name and/or value for a penny, nickel, dime and quarter) on the traffic cones and place around the room.
3. Give each student a coin and ask them not to look at it, to hold it in their hands tightly.
4. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, ask them to go to the cone that has their coin information on it. For instance, if they have a penny in their hands they will go to the cone that says “Penny 1¢.” Model this behavior.
5. Start the music, and after a period of time stop the music.
6. When the music stops, instruct students to look at the coin and walk slowly to the cone that displays that coin’s name and value.
7. Once all students have gone to a cone, have them reveal their coins to one another to make sure every one is standing by the correct cone. If their coin doesn’t match that of the group’s, assist the students in moving to the correct cone.
8. Once students have settled, have them count the number of coins in the group.
9. Go around the room asking each of the four coin groups, “How many (insert coin name) did I hand out?” Check the group’s answer and review with the class the name, value and look of the coin.
10. Collect the coins and randomly redistribute. Play the music again and continue with another locomotor skill.

Session 2

1. Give each student a penny. They may look at the coins this time. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, students will get into groups of a designated number. For example, if the teacher holds up the number 4, the students get into groups of 4.
2. Start the music, and after a period of time stop the music.



Coin Motion

3. When the music stops, hold up one of the five posters (with numbers one through five written clearly).

Note: Remember that the number of posters, or the numbers represented on the posters, can be adjusted as each teacher sees fit.

4. Direct students to get into groups made up of that number. (If there is not an even amount of students have the remaining students join another group.)
5. Ask the students to find the sum value of the coins in that group.
6. Go around the room asking each of the groups, “What is the total value of coins in your group?” Check the group’s answer.
7. Repeat this process several times altering the numbers in the groups to be formed.
8. Collect the coins and play again using the nickel, the dime, and the quarter in turn.



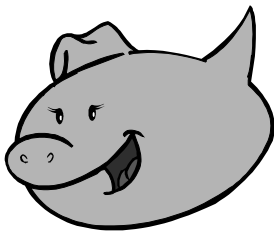
ENRICHMENT/EXTENSION

Challenge more advanced students to assemble into groups that add up to a designated total. For example, hold up a sign that says 30¢ and have the students try to form groups that are equal to 30¢.



DIFFERENTIATED LEARNING OPTIONS

- To compensate for a lack of space, have students perform their movement in a stationary place.
- For students who are mobility impaired, choose locomotor skills which are appropriate to their capabilities.
- For students who may need additional help, add an image of the associated coin to each poster.



HPC CONNECTION

Did your students have fun showing off their understanding of coin values? Then let them continue to practice their coin identification (and purchasing) skills by visiting the HPC game “Plinky’s Create-a-Card.” (<http://www.usmint.gov/kids/index.cfm?Filecontents=/kids/games/index.cfm>)