

6: Looks Aren't Everything



OBJECTIVES

Students will observe the physical attributes, specifically the size, height, weight, and length of a quarter. Students will also explore the function of a quarter.



MATERIALS

- Chalkboard/chalk or chart paper/markers
- Chalk or markers
- Several different state quarters
- 1 overhead transparency of the “Quarter Comparison” page
- 1 overhead projector
- Copies of the “Quarter Comparison” page
- Lunch trays
- Pencils
- Dimes
- Rulers
- Staplers
- Overhead transparencies (or photocopies) of several quarter reverses
- 1 class map of the United States
- 1 cent (penny)
- 1 nickel
- White construction paper
- Crayons/colored pencils/markers



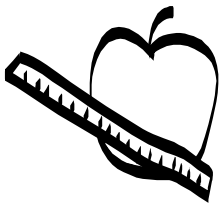
PREPARATIONS

- Make one overhead transparency of the “Quarter Comparison” page.
- Make copies of the “Quarter Comparison” page (1 per student).
- Prepare group materials. Place the following items on a tray for each group: a ruler, a quarter, a stapler, a pencil, and a dime.
- Make overhead transparencies (or photocopies) of several state quarter reverses.



GROUPINGS

- Whole group
- Small groups
- Individual work



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CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Science
- Mathematics
- Art



TERMS AND CONCEPTS

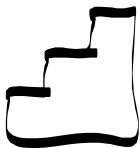
- Quarter
- Reverse (back)
- Spend
- Save



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

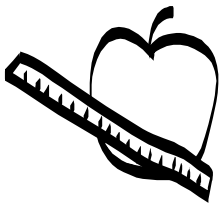
- Height
- Weight
- Length
- Size
- Coin values



STEPS

Session 1

1. Brainstorm with your students what they know about quarters. Write student responses down on a piece of chart paper or on the board under the label “What We Know About Quarters”.
2. Separate the class into four small groups. Have each group sit together.
3. Distribute to each group a different state quarter. Have each group observe the quarters. Ask students to discuss the attributes of quarters. Write down student responses on the same piece of chart paper or on the board. Collect the state quarters.
4. Introduce the next activity by explaining to the students that they will be gaining even more knowledge of quarters by comparing them to other objects.

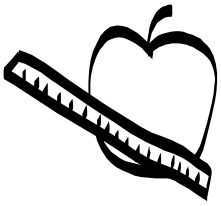


Looks Aren't Everything

5. Model how students will navigate through the activity by completing the first example on the overhead transparency of the “Quarter Comparison” page.
6. Distribute one “Quarter Comparison” page to each student and one tray of materials to each group.
7. Read each comparison aloud and instruct students to work together in their groups to come up with the answers they write down on the “Quarter Comparison” page.
8. Check student comprehension by using the “Quarter Comparison” transparency. Invite students to come up to the overhead projector one at a time and circle the answer they recorded for each example on their “Quarter Comparison” page. Challenge students to justify how they know that their answer is correct.
9. Redistribute the various state quarters from earlier in the lesson. Direct your students’ attention to the reverses of the quarters.
10. Ask students to share what their quarter reverse looks like. Point out that these quarter reverses are different. Encourage students to discuss why they think that might be.

Session 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparencies or photocopies of the state quarter reverses. Locate the states on a classroom map. Note their positions in relation to your school’s location.
2. Discuss with your students why they might know more about quarters now than when they started the lesson. Introduce the idea that quarters are not just something that we look at. Ask students what else we might need to know about quarters. Guide students to respond that they need to know how quarters are used. Introduce the idea that there is a lot to know about quarters and that today, they are becoming quarter experts.
3. Ask your students where quarters are found. Remind students that there are no right or wrong answers. Guide students to share responses such as: a pocket, a piggy bank, a purse, a wallet, a candy machine, etc.
4. Ask students to discuss the worth of a quarter. Show students a cent, a nickel, and a dime. Ask the students if they know the value of these coins. Ask the students which coin is worth the most? If necessary, explain that a quarter is worth more than all of the coins you have just shown them.
5. Ask students what they can do with quarters. Remind students that there are no right or wrong answers. Guide students to give responses such as: spend, save, flip, borrow, give away, look at, compare, etc. Write down student responses on the chart paper or on the board.



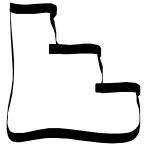
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6. Distribute a piece of white construction paper to each student.
7. Instruct students to draw a picture of what they would do with a quarter. Challenge students to write a phrase or sentence (using inventive spelling) underneath their picture that explains it.
8. Allow an appropriate amount of time for students to complete this activity.
9. Invite each student to share their drawing with the class and to explain it using their phrase or sentence.



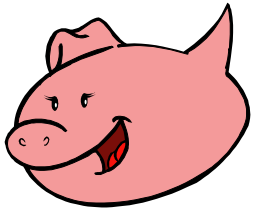
ENRICHMENT/EXTENSION

Have students perform similar comparison activities with the cent, nickel, dime, and quarter.



DIFFERENTIATED LEARNING OPTION

Provide students with measuring tools, such as nonstandard units and bucket scales.



CONNECTION TO WWW.USMINT.GOV/KIDS

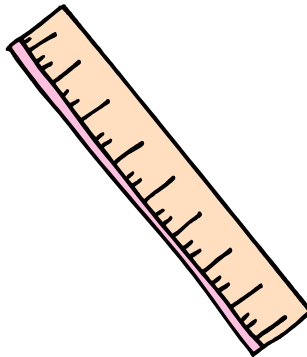
See how quarters and other coins are made in the cartoon, "Birth of a Coin". Visit the Cartoons section of the H.I.P. Pocket Change™ Web site today!

NAME _____



Quarter Comparison

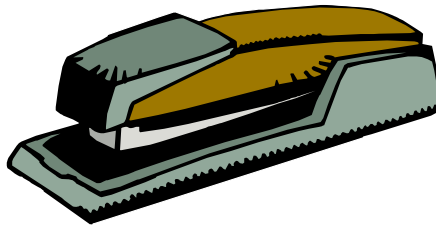
1. Circle the **taller** object.



or



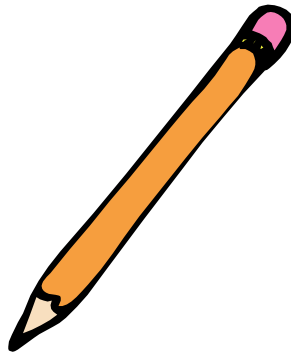
2. Circle the **heavier** object.



or



3. Circle the **longer** object.



or



4. Circle the **bigger** object.



or

