Money – where it comes from and how we use it

MA.02.01.06.07: Identifies pennies, nickels, dimes, and quarters, and their values.

MA.02.01.07.01: Compares two sets of objects, including pennies, up to at least 25 objects, using language such as three more or three fewer.

MA.02.10.08.01: Compares and orders objects by length and weight.

SC.02.08.01.02: Describes various ways to classify objects based on physical properties.

Pre-survey: How is money made?
Where is money made?
What is the name of each coin?
What is the value of each coin?
How are they related to each other in value?
How are they the same/different?

Talk about how the US mint is in Denver
Discuss the different coins we have today in the US and how to tell where they were minted

Activity 1 – Physical Attributes:
-give each student a penny, nickel, dime, and quarter
-give students charts to fill out detailing different attributes of each coin:
  -color
  -engraving on either side: description and rubbing
  -weight
  -value
  -additional observations
-give students to fill out sections for color, engraving, and additional observations
-let students use scales to measure the weight of each coin and fill out the weight section

Activity 1 Discussion: Call on students to have them reveal their findings to the class.
Ask what coins would be chosen if you wanted only copper coins.
Ask what coins would be chosen if you only wanted silver coins.
Order coins by weight.
Discuss what was similar about the images on the coins and what was different
Discuss additional observations found (such as which mint the coins were from)
Activity 2 – Monetary Values:
- discuss the monetary value of each coin and have students fill in value section on chart
- use money magnets to discuss how many pennies make a nickel, nickels make a dime and so on
- do exercises making 25 cents out of different coins, 10 cents, 1 dollar, etc.
- do exercises such as, if I have 7 pennies how many more do I need to have 10 cents
- compare 1 nickel to 25 pennies and ask if I have more, less, or the same (do similar activities with other values) – use visual representations

Activity 2 Discussion:  Order coins according to value
                        Ask how many pennies make a nickel, dime, quarter

Post-Survey: Re-address pre-survey questions

Materials Needed:
- Comparison chart for each student
- Big coin magnets
- Projector to show video
- Coins for each student
- Crayons for coin rubbings

Graphs and Charts used:

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<th></th>
<th>Penny</th>
<th>Nickel</th>
<th>Dime</th>
<th>Quarter</th>
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<tbody>
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<td>Color</td>
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<td>Head Rubbing</td>
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<td>Tail Rubbing</td>
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<td>Additional Observations</td>
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