

Counting with Common Cents

By Deirdre McCarthy / ISBN: 978-1-5001-3936-0

Lesson Author

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Standards and Benchmarks (see page 12)

Lesson Description

In this lesson, students practice counting as the book *Counting with Common Cents* is read. As they count pennies, nickels, and dimes, they place those coins on the appropriate spot on a handout, indicating how many pennies are equal to a nickel and a dime. They discuss saving their pennies and draw a picture of an item they would like to buy. In an optional activity, they draw pictures or write notes indicating chores they would do to earn 10 pennies.

Grade Level

Pre-K to 1

Economic Concept

Saving

Mathematics Concept

Counting

Objectives

Students will

- count pennies,
- state how many pennies are equal to a nickel and a dime,
- give examples of things they might save to buy, and
- give examples of chores they could do to earn money.

Time Required

60 minutes

Materials

- *Counting with Common Cents* by Deirdre McCarthy (978-1-5001-3936-0)
 - Handout 1, one copy for each student or pair of students
 - Handout 2, one copy for each student and one for the teacher
 - Handout 3, one copy cut into strips of 10 pennies
 - (Optional) Handout 4, one copy for each student
 - Handout 5, one copy for each student
 - 10 pennies, 2 nickels, and 1 dime for each student or pair of students
 - Tape
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Procedure

1. Tell the student you are going to read the book *Counting with Common Cents* and that they will help with the counting. Begin reading. When you get to the end of the "TWO: 2" page, invite the students to say the missing word when you stop reading. This can be done by students taking individual turns, raising their hands, or having the whole class shout out the word. Continue reading the story, stopping before each number and allowing the students to say the numbers 2 through 10.
 2. After completing the story, distribute a copy of *Handout 1: Counting Money* and 10 pennies, 2 nickels, and 1 dime to each student or pair of students. Ask the students to place the coins on the upper right corner of their desks.
 3. Tell the students you are going to reread the story. They will again be asked to help you count by saying the numbers. When a penny is added (the number is called out), they are to place a penny on the handout. Begin the story and proceed as follows:
 - When you turn to the "ONE: 1" page, you will need to prompt the students to add a penny since the number is not called out.
 - On the "FIVE: 5" page, pause after reading "Five pennies, what a pickle! Cash them in and you have a..." and allow the students to say "nickel." Reinforce that five pennies equal a nickel. Instruct the students to place a nickel on the correct spot and then continue reading.
 - After the students say "10" and before reading the "TEN: 10" page, ask the students what the 5 pennies from 6 to 10 equal. (A *nickle*) Instruct them to place a nickel on the correct spot.
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- Continue reading with the “TEN: 10” page and then pause after reading “Ten pennies, what a great time! Cash them in and they make a ...” and allow the students to say “dime.” Instruct the students to place the dime on the handout and then finish reading the story.
4. Discuss the following:
- How many pennies are on your sheet? (10)
 - How many pennies equal one nickel? (5)
 - How many nickels are on your sheet? (2)
 - How many nickels equal one dime? (2)
 - How many pennies equal one dime? (10)
5. Repeat the last page, “Counting and saving is the key. Don’t forget it starts with me... Penny.” Explain that **saving** means keeping your money to buy things in the future. Discuss the following:
- Do you spend your pennies, nickels, and dimes, save them, or spend some and save some? (*Answers will vary.*)
 - Where is a good place to keep the pennies, nickels, and dimes you save? (*Answers will vary, but help students focus on secure places such as a piggy bank or a box in a drawer.*)
 - What would you like to buy with the money you save? (*Answers will vary, but students will likely answer games, puppies, bikes, and other higher-priced items.*)
 - Why didn’t you say (ask about each item in turn) a gumball? a pencil? a juice box? a sandwich? a tissue? (*Gumballs and pencils cost only a small amount of money; students don’t have to buy juice boxes, sandwiches, and tissue because someone buys these items for them.*)
 - If you ask your parents for a bike when you get home from school today, will your parents rush out to buy one for you tonight? (*No, probably not*) Why? (*Students should realize that bikes have a high price, so they must either save for them or ask for a bike as a birthday gift.*)
 - Would you be satisfied with your savings if you had only 10 pennies? (*Answers will vary, but students are likely to say it is not enough money to buy the things they want.*)
 - Would you be satisfied with your savings if you had only 20 pennies? (*Answers will vary, but students are likely to say it is still not enough money to buy the things they want.*)
 - Would you save your money if all you had to put in your bank was 10 pennies? Why or why not? (*Use this question to help students understand that savings always starts with a small amount of money, maybe just a few pennies. Help stu-*

dents recognize that if they put money in their banks whenever they can, their savings will grow into a larger amount.)

6. Show students a copy of *Handout 2: Piggy Bank*. Read the following story. Tape a penny strip from *Handout 3: Pennies* to the piggy bank on Handout 2 each time 10 pennies are received.
 - On Jada’s 6th birthday, she was given a piggy bank that looked a lot like this one. When her mom gave her 10 pennies for making her bed, she saved the pennies in her piggy bank. Tape a penny strip to the bank. Discuss the following:
 - Do you think 10 pennies was a lot of money for Jada to have in her piggy bank? (*Students will like say no.*)
 - Do you think she was sad to have only 10 pennies in her piggy bank? (*Explain that she probably wasn’t sad, because she knew she could save more.*)
7. Continue the story until all strips are taped on the bank. After each statement, say, “Jada didn’t spend her pennies; she saved them.”
 - When Jada pulled weeds for her neighbor, her neighbor gave her 10 pennies.
 - When Jada’s grandma visited, she gave Jada 10 pennies.
 - One time, when Jada fell and skinned her knee, her big brother gave her 10 pennies to cheer her up.
 - When Jada’s teacher told her dad that she always said please and thank you, her dad was so proud he gave her 10 pennies.
 - When Jada wiped the table after dinner for a whole week, her mom gave her 10 pennies.
 - When Jada helped vacuum the carpet, she found 10 pennies and her mom let her keep them.
 - When Jada helped her grandpa separate his coins and put them in jars, he gave her 10 of the pennies.
 - When Jada packed her school snack every day for a week, her mom gave her 10 pennies.
 - When it was her birthday, Jada’s friend gave her 10 pennies.
8. Conclude with the following. After a while, Jada had so many pennies it added up to a whole dollar. And, because she kept saving, she soon had enough pennies to make \$2. When she got to 500 pennies, her mom said that her piggy bank was too full and heavy, so her mom took the pennies and gave Jada a \$5 bill. Discuss the following:

- Would you be happy to have saved \$5 in your piggy bank? (*Help students to recognize that \$5.00 will buy a book, popcorn at the movies, or two fun apps.*)
 - Do you think it will be possible for Jada to save even more money? (Yes.) Explain that if you keep saving money, year after year, you can save to buy some very wonderful things.
9. Distribute a copy of Handout 2 to each student. Instruct them to draw in the piggy bank a picture of something they would like to have that might cost too much for them to buy right now. After they have completed their pictures, assist students in completing the sentence on the handout, "I want to save to buy _____." Suggest that the students hang their pictures at home, near their piggy bank if they have one, to remind them to save.

Closure

10. Discuss ways students could earn 10 pennies.
11. (Optional) Distribute a copy of *Handout 4: May I Earn 10 Pennies?* to each student. Instruct the students to draw a picture or print words in each box of a chore they could do to earn 10 pennies. Explain that they will take the handout home to show their parent(s), grandparents, and/or neighbors and ask them to pick a chore they could do for them to earn 10 pennies.

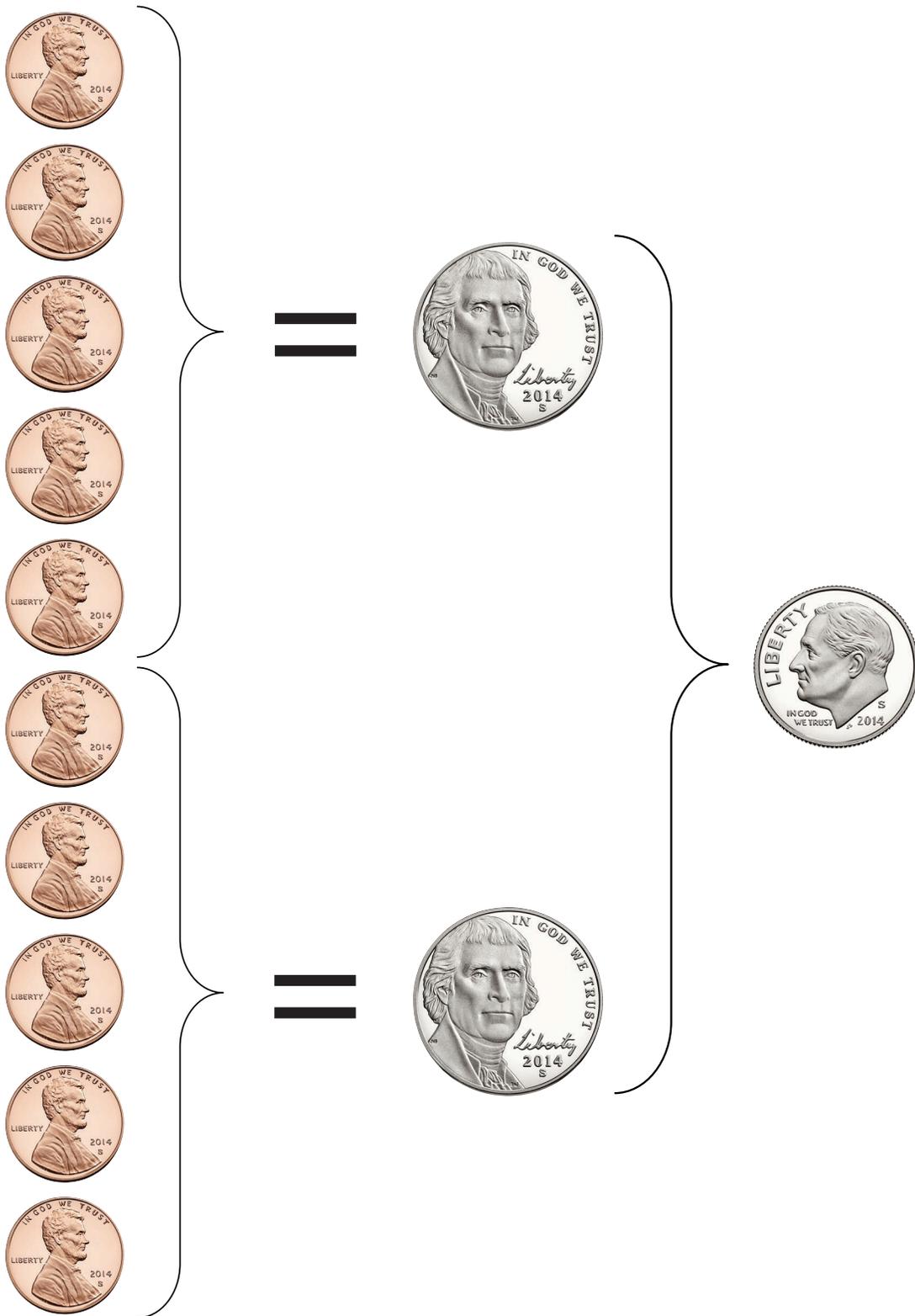
Assessment

12. Distribute a copy of *Handout 5: Assessment* to each student. (Note: The assessment includes a counting section and a savings section.)

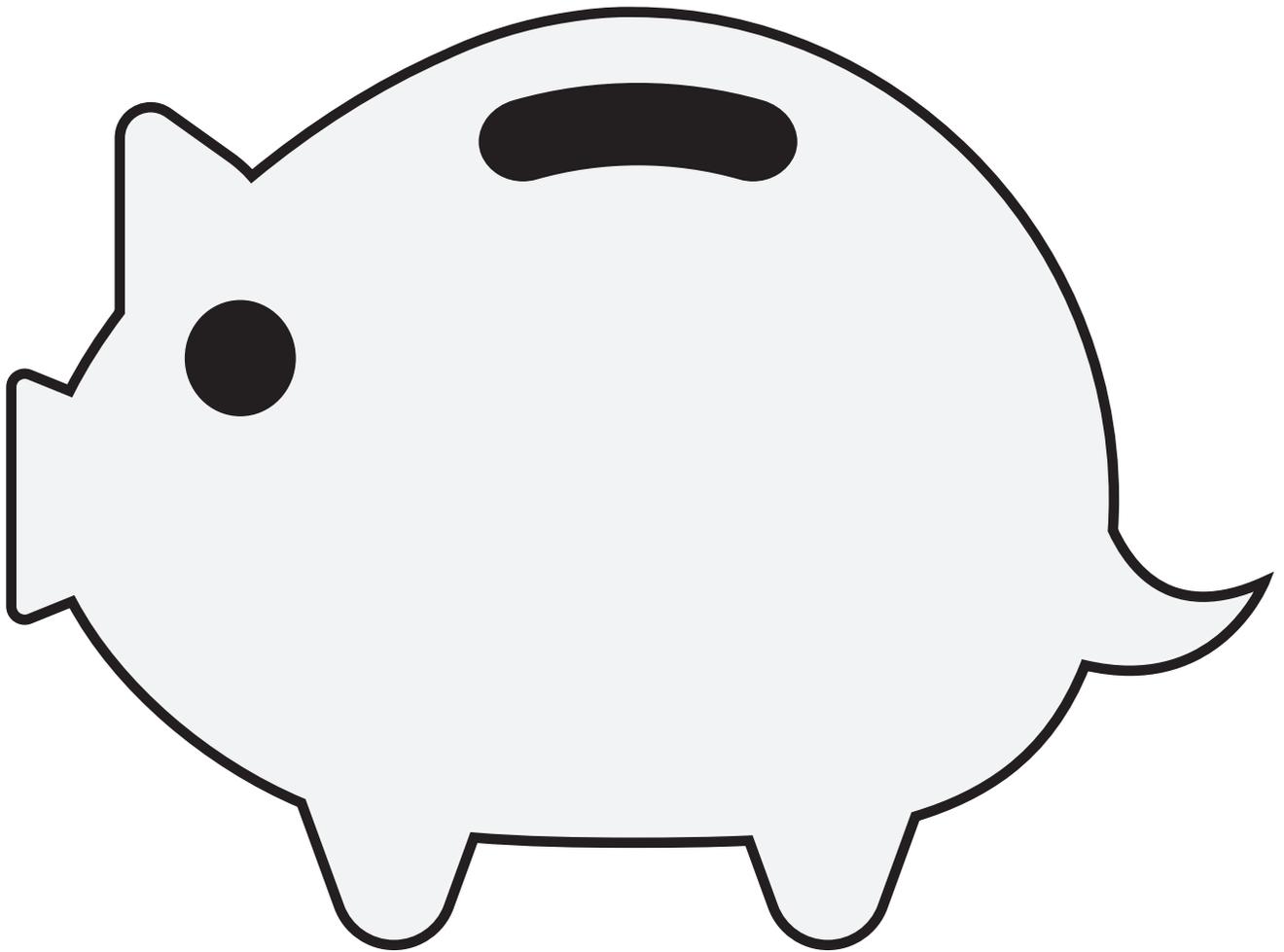
Handout 5: Assessment—Answer Key

1. No
2. No
3. No
4. No
5. Yes
6. Yes
7. No
8. No
9. John's bank
10. John
11. John
12. John (most likely)

Handout 1: Counting Money

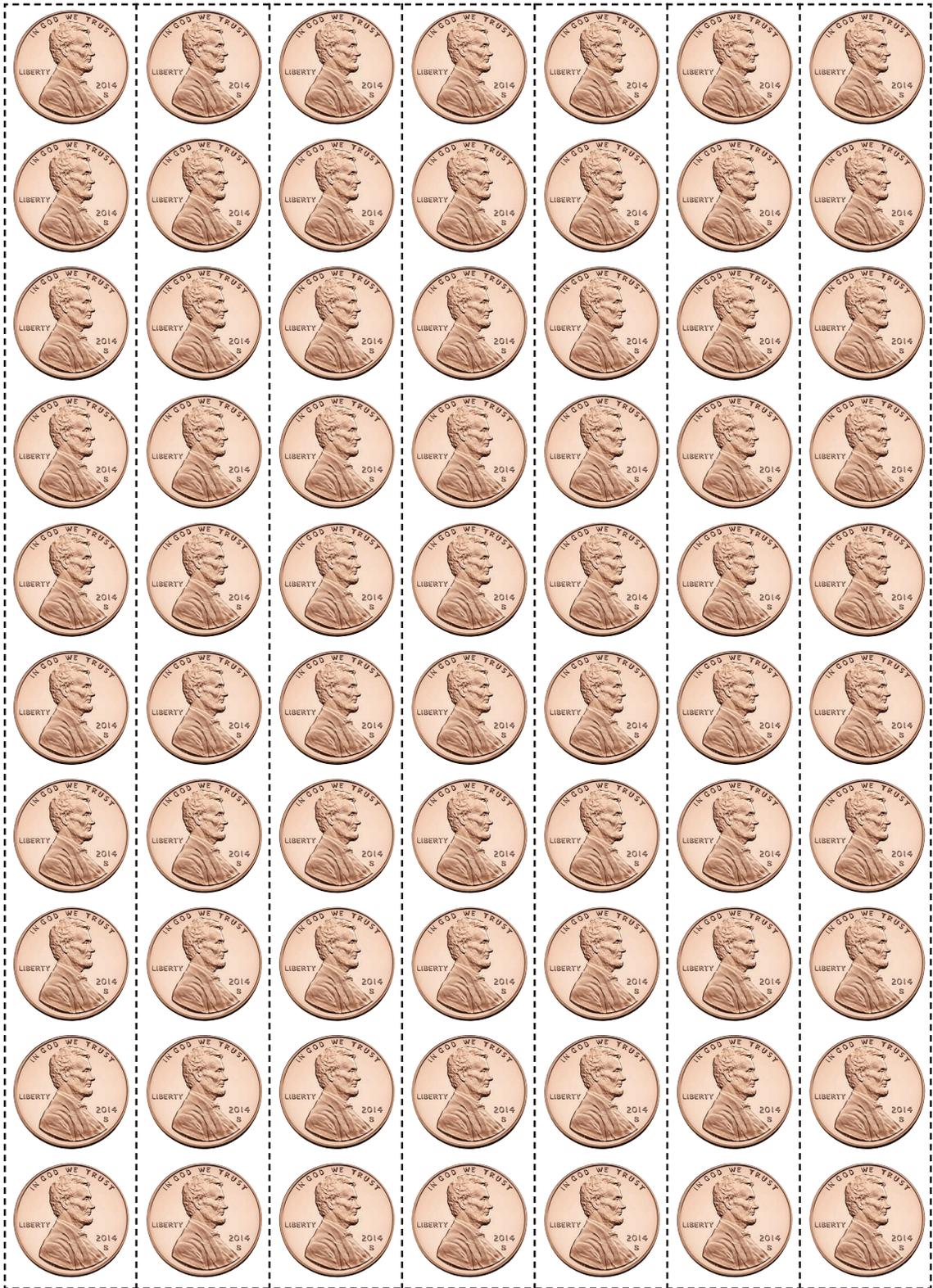


Handout 2: Piggy Bank



I want to save to buy

Handout 3: Pennies



Handout 4: May I Earn 10 Pennies?

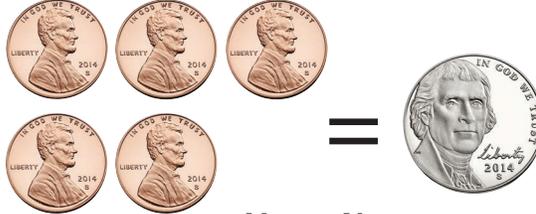
Directions: Draw a picture or print words in each box of a chore you could do to earn 10 pennies.

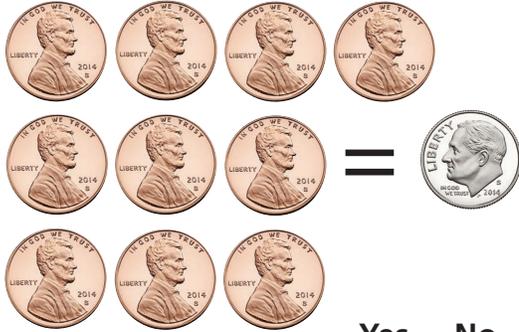
May I earn 10 pennies?

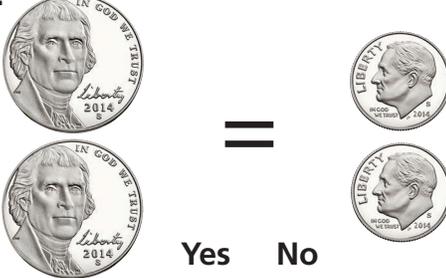
**I want to earn money to save.
May I do any of these chores
for you to earn 10 pennies?**

Handout 5: Assessment (page 1 of 2)

Directions: Circle "Yes" if the coins are equal. Circle "No" if the coins are not equal.

<p>1.</p>  <p style="text-align: center;">Yes No</p>	<p>5.</p>  <p style="text-align: center;">Yes No</p>
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<p>2.</p>  <p style="text-align: center;">Yes No</p>	<p>6.</p>  <p style="text-align: center;">Yes No</p>
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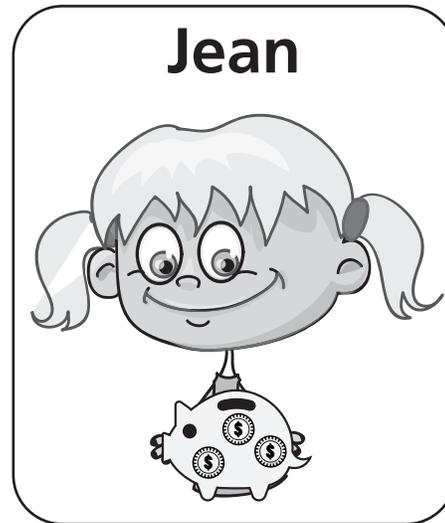
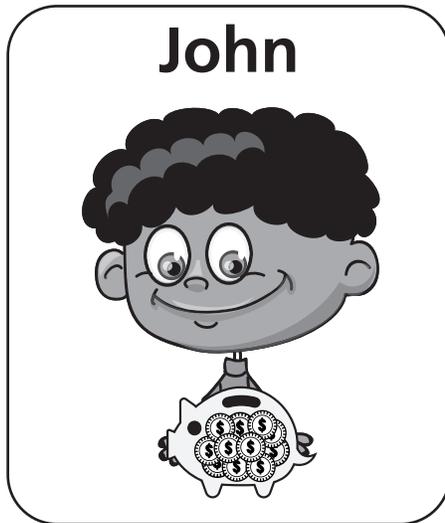
<p>3.</p>  <p style="text-align: center;">Yes No</p>	<p>7.</p>  <p style="text-align: center;">Yes No</p>
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<p>4.</p>  <p style="text-align: center;">Yes No</p>	<p>8.</p>  <p style="text-align: center;">Yes No</p>
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Handout 5: Assessment (page 2 of 2)



9.



Directions: Circle the bank that can be used to purchase the bike.

10. Who saved more money?



11. Who will get the bike?



12. Who do you want to be like?



Standards and Benchmarks

National Standards in Economics

Standard 13: Income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

- **Benchmark 2, Grade 4:** People earn income by exchanging the use of their labor (physical and mental work) for wages or salaries.

National Standards for Financial Literacy

Standard 3: Saving is the part of income that people choose to set aside for future uses. People save for different reasons during the course of their lives. People make different choices about how they save and how much they save. Time, interest rates, and inflation affect the value of savings.

- **Benchmark 1, Grade 4:** Income is saved, spent on goods and services, or used to pay taxes.
- **Benchmark 4, Grade 4:** People set savings goals as incentives to save. One savings goal might be to buy goods and services in the future.

National Standards in Personal Finance

Standard 1.4.2: Earning Income: People earn an income when they are hired by an employer to work at a job.

Common Core State Standards: English Language Arts

Reading Informational Text

- **Range of Reading and Level of Text Complexity**
CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

- **Comprehension and Collaboration**
CCSS.ELA-Literacy.SL.K.1A: Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **Presentation of Knowledge and Ideas**
CCSS ELA-Literacy.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

School Readiness Skills

- Counts number of objects in small group (up to five objects)
- Counts in sequence 1-10
- Uses writing and drawing tools and child-sized scissors with control and intention