




Identifying Coins





This lesson plan will introduce students to Canadian coins. Students will think about where they see coins in their life and practice identifying coins through patterning. Have students complete each section by following the instructions below.

 Teacher Led	 Requires Computer OR Mobile Device	 Requires Spaces
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Learning Goals

1. Students will learn the names and values of the Canadian coins (e.g., penny, nickel, dime, and quarter).
2. Students will reflect on where they see money in their everyday lives.
3. Students will practice creating, repeating, and extending patterns.

Materials

 Student Handouts	Optional Extension Activity: HANDOUT [A]: What Coins are in my Piggy Bank?
 Technology Requirements	<ul style="list-style-type: none"> • Internet • Mobile device, tablet, or laptop
 Video/Audio Clips	Optional Video: "Coin Song": https://www.youtube.com/watch?v=fdmtmr8G7A8
 Additional Materials	<ul style="list-style-type: none"> • Coin manipulatives • Crayons (if completing the extension activity)

Instructions

Class Discussion

1. As a class, show students one penny, nickel, dime, and quarter.
 - Teacher's Note: Although the penny is no longer in production, it is still important to introduce students to the penny as it holds value within our money system.
2. Ask students to raise their hands and share if they know what these coins are or if they have seen them before.
3. Tell students that the coins are called money. Ask students to share their prior experiences with money by asking the following questions:
 - Can you share with me a time when you saw someone using money?
 - Why do we use money when we go to the grocery store?
4. Ask students to share their responses to the following questions:
 - Do you or your parent(s) or guardian(s) have any coins at home?
 - Where have you seen these coins before?
 - When have you seen these coins before?
 - What have you seen coins used for?
5. Tell students that they will learn the names of the coins today. Play the "Coin Song" YouTube video and ask students to listen carefully to hear the names of the coins. Play the YouTube video by following this link:
<https://www.youtube.com/watch?v=fdmtmr8G7A8>
6. Ask students the following questions to help students identify the coins:
 - Are all these coins the same shape?
 - What shape are they?
 - Are all of these coins the same colour? Which coin is not the same colour as the others?
 - Are all of these coins the same size?



- Which coin is the biggest?
- Which coin is the smallest?

Classroom Demonstration and Activity

1. Show students the four coins again and repeat the names of the coins (e.g., penny, nickel, dime, and quarter). You may also wish to hold up a coin and ask your students to tell you the name of the coin.
2. Tell students that they will be playing a game with the coins where they will have to create a pattern.
3. Model creating a pattern for students (e.g., “First I am placing one penny, next I am placing one dime”).
4. Give students their own coins so that they can model the pattern with you.
5. Invite students to join you in extending the pattern. Each student should be given a chance to extend the pattern one time. Change the pattern 1 or 2 times to provide extra practice.
6. Ask the following questions as students extend the pattern:
 - What coin will come next?
 - How do you know this?

Documenting the Activity in Spaces

Teacher Tip! The instructions for this lesson involve adding to the Class Space in Spaces. You can adapt the instructions if you'd prefer to make this an Activity.

1. Ask students to return to their seats for independent work. Alternatively, the continuation of the patterning activity can be done during learning center rotations.
2. Give each student a variety of coin manipulatives.
3. Ask students to create their own patterns using the coins. Students will document their patterns in Spaces by following these guidelines:
 - a. Click **+ Create** > Choose **Camera** > Take a photo of their work



- b. Media > Choose **Audio** > Complete the sentence “*I know this is a pattern because...*” > Click the check (✓)
 - c. Add a **Title** > *Identifying Coins*
 - d. Optional: Post a Description
 - e. Click ✓ **Next**
 - f. Choose the **Class Space**
 - g. Click ✓ **Post**
4. Ask students to reflect on what they have learned about coins and where they see coins in their daily lives. Students can record their reflections in Spaces by following these guidelines:
 - a. Locate their post in the **Class Feed**
 - b. In the **Add reflection** box, students can write a reflection or add additional media (Add Audio, Photo/Video, Link, or File). Have students answer one or more of these prompts: *What did you learn about coins today? Where have you seen coins before in your daily life? Who have you seen use coins before? What were they doing?*

Extension: HANDOUT [A]: What Coins are in my Piggy Bank?

Ask students to complete **HANDOUT [A]: What Coins are in my Piggy Bank?** Students can draw various coins inside the piggy bank. Alternatively, students can complete rubbings of the coins to transfer the image on their paper. Students can upload their completed Piggy Banks to Spaces by following these guidelines:

1. Locate their post in the **Class Feed**
2. In the **Add reflection** box, students can take a photo or add a file of their piggy bank

Lesson adapted from:

<https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynamics-Lesson-4-Just-Saving-My-Money.pdf?la=en>

HANDOUT [A]: What Coins are in my Piggy Bank?

