



“Lots and Lots of Coins” by Margarett Reid

This book discusses the history of coin money through the voices of father and son coin collectors. They present different coins and items that were used as money throughout history and in different parts of the world. This exercise provides the opportunity to:

1. Teach coin identification and related numeracy;
2. Help students understand the abstract concept of value and money; and
3. Educate students on how both coins and paper money are produced.

Time Limit: 40 minutes

Supplies Needed:

- *Lots and Lots of Coins* by Margarett Reid
- Five actual coins of the following -- penny, nickel, dime and quarter
- One coin of the following -- half-dollar, Sacagawea golden dollar (or picture); Susan B. Anthony dollar (or picture)
- Crayons or pencils
- Coin rubbing worksheet copies for all students



Resources for this activity were taken from the United States Mint web site for educators found at www.usmint.gov/kids/teachers.

What is Money?

Before you start, go to <http://www.doughmain.com/pub/money-games-for-kids/the-fun-vault/coinmintusa> **and familiarize yourself with the game “Coin Mint USA.”**

(1) (5 minutes) Ask the students, “What is money?” **Just take brief responses. There will be a longer discussion period later in this activity.** In our story today, I’m going to introduce you to a coin collector and his son. We’ll learn some surprising details about our money. First, however, I want to see if you can help me with some money puzzles.

Project up the game, “Coin Mint USA” so that all of the students can see it. Once you show them how to do the penny puzzle, you can have a student or two come up and complete a puzzle. This activity is meant to help focus your students’ attentions and prepare them for the topic. For older students, place a timer on how quickly they must complete the puzzle--to make it more challenging. If time is limited, you can omit this opening activity.

We have two kinds of money. This puzzle game show us coins, but what is the other kind of money? **Take responses.** We also have money made out of paper. **Show them the dollar bill.** In our story today, we will learn about coin collecting. Does anyone here collect coins? **Take responses.** If you collect coins, you are a numismatist! (new-MIZ-mat-tist) Let’s learn a little more about this.

(2) (8-10 minutes) Read the story.

As you read, display the actual coin when it is mentioned in the book. If you have any coin collecting books, you may display these as the text mentions such collecting.



(3) (5 minutes) Discussion. *Go back to pages 4 and 12 of the book.*

Turn to page 4. How do you think people used these things as money? (shells, fish, etc.)
Take responses.

Answer: They would barter or trade things for what they needed or wanted.

Turn to page 12. Hold up a coin. What makes this coin valuable? **Take responses.**

Answer: Today, our money is valuable because (1) it is something that others recognize as being worth something around the world; and (2) governments/countries limit who can make money and they set guidelines on how much is made; and (3) government/countries stand behind their money--also called currency-- and are the ones who make a promise that it does have value.

What would happen to the value of this coin if anyone could make one? **Take responses.**

Answer: This coin would quickly not be worth anything because there could be many people making this coin and there could be way more made than are needed. Also, this coin would have no value because we wouldn't be sure of who made it and who was standing behind it saying it did have value.

(4) (5 minutes) Bianca has found a gold coin. Let's see what she learns about its value. **Play PBS.kids video, "All that Glitters is Not Gold."** (3:24) <http://pbskids.org/cyberchase/videos/cyberchase-all-that-glitters-is-not-gold/>

(5) (10 minutes) *Divide students into groups and have them seated at four different tables. On each table have crayons or pencils and worksheets. Divide up your actual coins (penny, dime, nickel, quarter) and distribute to each table. Give a brief demonstration of how to do a coin rubbing. There are two versions of the worksheet. See the following instructions.*

For Younger Students (K-3rd grades) *As a class, answer each question on the worksheet together, before students do the coin rubbings. Have students write in their answers. Let students work on their rubbing worksheets until the end of library time. Collect worksheets to check answers for understanding.*

For Older Students (4th-6th grades)

For older student groups, use the graph worksheet to challenge them. Collect worksheets to check answers for understanding. (Answer Key: 27¢ - pennies; 95¢ - nickels; \$2.30 - dimes; \$3.50 - quarters; total - \$7.02)



How to do a coin rubbing

- (1) Put a coin on the table or desk. You can put either side face up.
- (2) Set the white piece of paper on top of the coin where you want the impression of the coin to be.
- (3) Hold the paper and the coin down firmly so they don't move while you are rubbing.
- (4) Rub back and forth across the surface of the underlying coin using the side of the pencil lead until an impression of the coin begins to appear. Be careful not to rub so hard that you rip the paper!
- (5) Continue rubbing until the whole coin shows on the paper. Make it as dark or light as you like. Repeat with the other side of the coin on another part of the paper.