

Carnival Coins: How Will We Count Our Money?

by Donna Loughran

Math Objective

Children go on an adventure at a carnival and solve word problems involving dollar bills, quarters, nickels, dimes, and pennies. Children discover that they can use counting on and skip counting to find the total amount of money they have. They are introduced to using the cent and dollar signs appropriately.

iMath Discover Activity

In this activity, children use loose change or coins from a piggy bank to become familiar with the different coins, their sizes, and amounts. Children grasp a small group of coins and with their eyes closed, try and tell how much money they have by feel.

Materials

- coins
- empty jar

➤ **Objectives** Children will:

- compare coins by size to guess worth.
- understand that they can use size to tell the value of different coins.
- practice mental addition.
- keep a running total of the total amount of coins in their hand.

Lesson Plan

Before Reading

Investigation

Ask children to look at the picture of the coins on p. 4. Ask: *What do you know about coins? How do we use them?* Make a list on the board of the children's answers. Pass some pennies around for children to look at. Ask: *What do you notice about the penny?* Show children a photograph of Abraham Lincoln. Tell the children that he was the 16th President of the United States. Invite them to talk about other things they can see on the penny. Pass around other coins and monitor children's ideas about money and its purpose.

Math Concepts

Connecting to how they use coins in daily life helps children engage in the topic.

Tell children that the coins have different names and sizes and stand for different amounts. Ask children to tell what each coin is worth. Ask: *How much is a penny worth? A nickel? A dime? A quarter?*

Accessing prior knowledge gets children to think about and engage with the topic.

Explain that children will learn different ways to count money. They will count on and skip count. They will solve word problems. And they will help the children in the story find out if they have enough money to cover a day at the carnival.

During Reading

Investigation

pp. 6–7: Read these pages aloud. Invite children to answer the questions. Ask children to share how they think they might use counting on and skip counting to find out how much a group of coins is worth.

Math Concepts

Accessing prior knowledge gets children to think about and engage with the topic.

pp. 9–12: Reread these pages aloud one and a time and address the content on each. Ask questions like: *Do any of you have a piggy bank like Rosa? Or do you keep your money in a glass jar, like Keisha? What are you saving your money toward?*

Connecting to how they deal with money in daily life helps children engage in the topic.

During Reading (continued)

Investigation	Math Concepts
pp. 13–14: Group children and pass out a set number of coins for them to look at. Provide one magnifying glass for each group. Reread the pages aloud. Ask: <i>Do you see anything on the coins that the text describes? Do you see any letters or years? Do you see a raised edge?</i>	Children learn to distinguish quarters, dimes, nickels, and pennies.
p. 15: Reread the page aloud. Ask: <i>Have you been to a carnival or an amusement park? What kind of workers did you see there? Can you think of some other ways these workers might use math?</i> Record children’s answers on the board.	Children understand the relationship between providing a service and being paid for it. Children understand how math is used in everyday situations.
pp. 15–16: Reread the pages. Look at the problems on each page together. Ask a volunteer to draw the coins on the board that Rosa and Keisha have. Solve the problem together. Erase the coins as they are used in the story.	Children solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
p. 18 Find the tune to “The Animal Fair” online. Ask children to sing the song with you. Ask: <i>What other animals would you use in the song if you were going to change it and write a new song?</i> Let children spend time writing a song if time allows.	Children learn that a carnival and a fair are similar. Children play with descriptive and lively language.
pp. 19–20: Reread p. 19 and answer the questions together. Invite volunteers to write and draw the problems on the board. Reread p. 20 aloud and let children share their answers and ideas. Have children explain why they think certain strategies (counting on with skip counting, count on with ones, count back) work better than others at different times. Encourage them to support their conclusions.	Children solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Children reason and understand why certain strategies are better than others.
p. 21: Work with children to help them create their charts. Provide paper and drawing materials.	Draw a chart to record data and information.

After Reading

Ask children to restate the key ideas in the book.

Investigation

Have children draw and cut out play money. Then, invite them to set up a pretend grocery store with a cash drawer and counter. Children take turns being the shopkeeper and shoppers.

Provide children with flash cards that have different amounts written on them. Children must tell or write or draw what coins they would use to make up that amount.

Understanding Math

Children draw and make models of money. Children use dollar bills, quarters, dimes, nickels, and pennies appropriately.

Children use quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.