

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: What's in my piggy bank? Let's learn about coins. Lesson # 1 of 1 Date: February 14, 2025
 Name: Nicole Trudell Subject: Math Grade(s): Kindergarten

Rationale:

Financial literacy is an important skill that students will use in their everyday life. It is easy to "tap and go" at the store or buy things instantly online with debit and credit cards. The concept of paper money and coins is not as common for students now.

In this lesson, learning about the attributes of Canadian coins will help students to understand and connect the value of money and what each coin looks like.

This foundation knowledge is important as students build on this knowledge to understand what they can afford to purchase, how much they need to save, form a budget and more.

Core Competencies:

Communication	Thinking	Personal & Social
Communicating: Acquiring and presenting information	Critical Thinking and Reflective Thinking: Analyze and Critique (students will apply analyzing skills for coin attributes)	

Big Ideas (Understand)

Objects have attributes that can be described, measured, and compared.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Understanding and Solving: concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas Communicating and Representing: Represent mathematical ideas in concrete, pictorial, and symbolic forms 	<ul style="list-style-type: none"> Financial Literacy: noticing attributes of Canadian coins (colour, size, pictures) Financial Literacy: identifying the names of coins

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to recognize Canadian coins by their attributes including colour, size, and pictures/symbols 	<ul style="list-style-type: none"> Product: Colour the Coins worksheet will be used to assess if students can recognize coins by attributes and names if they have coloured the coins correctly.

<ul style="list-style-type: none"> Students will be able to identify the names of coins 	<ul style="list-style-type: none"> Conversations: Circulate the classroom during activity to ask questions and have students share their answers. Observations: During the activity observe students as they are working on the worksheet or using the manipulatives to assess their learning.
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Able to sit and watch video with whole body listening Able to colour and print name on worksheet

Indigenous Connections/ First Peoples Principles of Learning:

Learning Involves Patience and Time: learning financial literacy takes time and patience. It is a concept that needs to be practiced regularly and the opportunities to build on the knowledge through practice. This lesson will give students multiple opportunities and ways to learn about coins.
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Universal Design for Learning (UDL):

<p>The teacher will use multiple ways to explain each coin and its attributes to engage all learners with tactile, visual, kinesthetic:</p> <ul style="list-style-type: none"> poster on the whiteboard showing the visual of each coin and its attributes play coins as manipulatives colouring coins on the activity sheet <p>When explaining coin attributes to students do not rush through as it seems like a simple concept and give students opportunities to ask questions.</p> <p>Remind students about the poster with the coins and their attributes for students to refer to midway and as required during the lesson.</p>

Differentiate Instruction (DI):

<p>The lesson could be adapted for students with diverse needs in the following way ways:</p> <ul style="list-style-type: none"> if they raise their hand to answer a question, they will be called on first encourage the student to work with another student to share the learning the worksheet will be given to the student and encouraged to participate in a way they feel they can at the time students can be given the option to sort coins physically instead of colouring the coins on the sheet (teacher can assess by having a conversation with the student to find out why they sorted them that way and will observe any coins not sorted correctly)

Materials and Resources

<ul style="list-style-type: none"> Canadian Coins Money Video for Hook: https://youtu.be/wITG0HK6ovg?si=BYleX8n01Snlxou3&t=92 Start at 1:32 and end at 3:32 Canadian Coins Manipulatives: Set of one of each coin (penny, nickel, dime, quarter, loonie, toonie) for each student in Ziploc bags (24 bags) Set of real coins for class (one set) Money Attributes Poster for whiteboard Colour the Coins Worksheet – 24 copies Students need: pencil crayons or crayons, pencil

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”):		4 mins

<ul style="list-style-type: none"> ○ Teacher: "Today we are going to talk about Canadian coins". ▪ Remind students about whole body listening. ○ Teacher: "Raise your hand if you have a piggy bank at home that you put coins into". ○ Teacher: "Let's watch this video together that is going to teach us about what makes each of our coins special". ○ HOOK: Play YouTube video about Canadian coins: https://youtu.be/wITG0HK6ovg?si=BYIeX8n01Snlxou3&t=92 Start at 1:32 and end at 3:32 	<ul style="list-style-type: none"> ○ Students are sitting at their desks with whole body listening. ○ Raise hand if they have a piggy bank ○ Watch video 	<p>2 mins</p>
<p>Body:</p> <p>Lesson on coins:</p> <p>Starting with the penny and moving up in value of coins go over the attributes of each coin:</p> <p>Penny – copper coloured, worth 1 cent, has a maple leaf on the back</p> <p>Nickel – silver coloured, worth 5 cents, has a beaver on the back</p> <p>Dime – silver coloured, worth 10 cents, has a ship on the back</p> <p>Quarter – silver coloured, worth 25 cents, has a caribou on the back</p> <p>Loonie – gold coloured, worth \$1 or 100 cents, has a loon on the back</p> <p>Toonie – silver and gold colours, worth \$2 or 200 cents, has a polar bear on the back</p> <p>Before introducing a coin, teacher can ask one question:</p> <ul style="list-style-type: none"> ○ "what is this coin called?" ○ "what is on the back of this coin?" ○ "what is this coin worth?" 		

<p>Activity</p> <ul style="list-style-type: none"> ○ Hand out worksheets to students ○ Distribute bag of coins to each student and remind them that the coins need to stay on their desks and when we are done with the coins, they need to go back into the bag to use again ○ Let students know they can quietly work with their elbow partner to talk about the coins as they colour or raise their hand for help from the teacher ○ Circulate around the classroom to assess students through observation and conversations. Ask students to explain why they coloured a certain coin that colour (assess if they can explain attributes) <ul style="list-style-type: none"> ○ "Why did you colour that coin (pick a colour to ask about)?" ○ What is the (pick a coin) called? ○ What does the (pick a coin) look like? ○ Let students know that you have a set of real coins at the front that students may come and look at. Encourage them to feel the weight of the coins and reflect on the different sizes as well. Ask them to share their thoughts with other students who are at the coin station at the same time. 	<ul style="list-style-type: none"> ○ Students get out pencil crayons or crayons, pencil, eraser ○ Students receive bag of coins ○ Students may ask their elbow partner if they need assistance or raise hand for teacher to help ○ Answer questions for assessment from the teacher as required ○ Students may look at real coins and make observations. They can share their observations with other students at the coin station 	
<p>Closure:</p> <p>Have students' hand in worksheet and clean up coins and supplies</p> <p>Ask students who would like to share one thing they learned about (pick a coin for them to share the fact about) with the class</p>	<ul style="list-style-type: none"> ○ Students put worksheet in hand-in bin and clean up supplies ○ Raise hand to answer question 	<p>10 mins</p>

Organizational Strategies:

- Attention grabber: Quietly ring the bell to get student's attention.
- Before the video remind students about whole body listening.
- Hand out activity worksheet and bag of coins once all students are sitting quietly.
- Reminders about classroom behaviour expectations – sitting quietly, raising hands, working on the task etc.

Proactive, Positive Classroom Learning Environment Strategies:

During the lesson and activity acknowledge answers shared in a positive manner or when students were staying on task. "I like how (student) is working quietly on their worksheet", "I like how this table group walked quietly to the hand-in bin with their work", etc.

Use the bell to ring softly to get class attention.

Use verbal reminders about classroom expectations that are already set in place: listening quietly so our friends can hear, sitting quietly while listening to the story, raising hands to speak.

Extensions:

This lesson plan could be extended into a unit plan where the attributes of coins are built upon in hands-on activities where students can explore money through adding and subtracting coins (e.g. two nickels is the same as 1 dime), introducing the concept of using money for goods or services (opportunity to teach about Indigenous ways of trading goods for what they needed, connect that to the same way you can use money to buy) and using math games and puzzles to practice identifying coins.


We know learning takes time and patience, so giving students many opportunities to sort and play with coins will build their knowledge. Another activity that could be done to extend this would be to create a money math center where students could sort coins into jars or muffin tins which could extend to sorting coins to make \$1 for each type etc.

Cross-curricular: ELA: together as a class, brainstorm attributes about coins and then make a mini booklet where there is a page for each coin and they can write something about the coin (e.g. a quarter has a caribou on it, a nickel has a beaver etc.)

Reflections (if necessary, continue on separate sheet):


Example of a poster for the classroom and an activity worksheet: (NOTE: need to add penny to worksheets)

Each coin looks different. It is a unique size, color, and has a picture on it. Each coin has a different value.



nickel


front back



A nickel is worth five cents (5¢ or \$0.05).

dime


front back



A dime is worth ten cents (10¢ or \$0.10).

quarter


front back



A quarter is worth twenty-five cents (25¢ or \$0.25).

loonie


front back



A loonie is worth one hundred cents or one dollar (100¢ or \$1.00).

toonie

front back



A toonie is worth two hundred cents or two dollars (200¢ or \$2.00).



nickel=yellow, dime=green, quarter=blue, loonie=red, toonie=purple
