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Jessie discovers that she doesn't have enough money to get her face painted after buying an ice cream cone. Face painting costs 50 cents and she only has 39 cents. She waits and watches while her friends get their faces painted and add their extra coins to the penny pot. Will the extra coins in the penny pot be enough for Jessie to make up the difference?

Ages: 5 to 8 years

ATOS Reading Level: 2.5

Lexile: 480L

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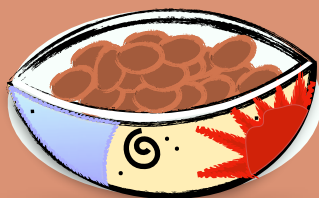
The Penny Pot

Jessie doesn't have enough money to get her face painted! What will she do?

Topics: counting coins, addition, skip counting, counting on

Activities To Do Together:

Use the book *The Penny Pot* to practice counting coins, adding, and skip counting.

Before reading the book:

- Look at a penny, nickel, dime, and quarter. Talk about the value of each coin and how each one is unique.

While reading the book:

- At the beginning of the story, figure out how much money Jessie still needs to get her face painted.

- Identify the dimes, nickels, pennies, and quarters as they appear in the story.

- Keep track of how many coins are added to the penny pot throughout the story.

- Notice the facial expressions of the characters. How do you think they feel and why do you think that?

When you have finished reading the story, try the following:

- Practice adding the value of a handful of coins as shown in the story.

- Figure out together, how long it will take to save money to buy something your child wants. Talk about how much they can save each week and how the timeline changes, if they save more or less money each week.

- Let your child tell you how long they think it will take to save enough money to buy the object they'd like to buy.

- Practice adding on with coins. Use a group of ten coins that include pennies, nickels, dimes, and quarters. Separate the coins by type. Begin with the coins that have the largest value. For example, start with the quarters, then the dimes, nickels, and finally the pennies. If you have 2 quarters, 4 dimes, 3 pickles, and a penny, this will sound like, " twenty-five, fifty, sixty, seventy, eighty, ninety, ninety-five, one dollar, one dollar five cents, one dollar six cents."

Questions for Mathematical Thinking:

1. Do you think a penny pot is a good idea? Why or why not?

2. What combinations of coins can you add together to total 50 cents? Find at least three different ways.

3. If Jessie gets an allowance of 25 cents per week, how many weeks will it take her to save enough money to buy a toy that costs $1.00? $3.00? $5.00?

4. Would you add money to a penny pot? Why or why not?

Early Math Project Resources:

Visit The Penny Pot Activities (https://www.earlymathca.org/the-penny-pot)

Follow this link or visit earlymathca.org/external-resources for additional online resources

Vocabulary

Math words found in the story: 39 cents, 50 cents, 54 cents, cost, counted, dimes, extra, four, left over, money, nickel, nine, once, one, pennies, quarter, seven, thirteen, three, two

Related Math Words: skip counting, counting money, coins, budget, value (of a coin)
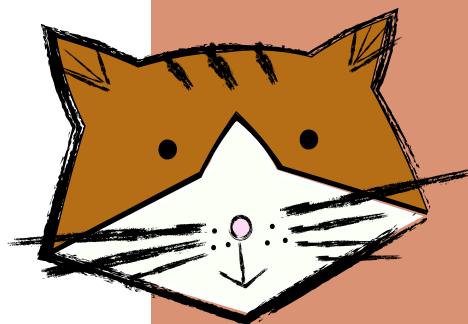
Words to Build Reading Comprehension: twinkly, swished

Spanish Title: Not available

Related Books: *Alexander Who Used to be Rich Last Sunday* by Judith Viorst

Click this link to the World Catalog or enter https://bit.ly/3EFVCjv to find *The Penny Pot* in the public library.

Math Connections: Use *The Penny Pot* to help your child develop familiarity with coins and the ways to count with coins. Depending on your child's familiarity with money, consider trying some of the following activities.

If your child has not had experience working with coins, provide them with a penny, a nickel, a dime, and a quarter. Ask your child to tell you what they notice about the different coins. Start by asking your child to tell you about the attributes of the coins that they notice are the same. For example, your child may tell you that all of the coins are round, they all look like circles, they all have writing on them, they all have pictures of people, they all have two sides, etc. After your child has described the coins to you, explain that each of the coins has its own name: penny, nickel, dime, quarter. Ask your child to teach you how to recognize each of the coins by describing one or more attributes that are unique to each coin.

Ask your child to teach you a way to recognize the coins so you can identify them without looking at them. Encourage your child to touch and compare the weight and size of the coins. Take turns putting the four coins into a pocket and identifying them solely by touch. When you pull each of the coins out of the pocket, make sure to say the name of the coin aloud. Ask your child to explain their strategy for figuring out each of the coins.

Once your child recognizes the coins and knows their names, introduce the value of each of the coins. Use a collection of pennies to show your child the number of pennies that are equivalent to the value of a nickel, dime, and quarter. Reinforce the idea that a penny is worth one cent. Explain that a nickel is worth five cents, a dime is worth ten cents, and a quarter is worth twenty-five cents. Figure out how many pennies are equivalent to the value of a nickel. Talk about which of the coins has the largest value and which has the smallest value. Make some comparisons, for example: two nickels have the same value as one dime.

Go on a coin scavenger hunt. You might remove the cushions from a couch or chair and hunt for loose change. Where else could you look? What coins did you find and what is their value?

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Practice skip counting with nickels and dimes. Skip counting is a way of counting by adding a given number to the previous number said. For example to skip count by five, start with zero and add five to each of the previous numbers to get 5, 10, 15, 20, and so on. Encourage your child to write the numbers in the skip counting by five sequence and ask your child what patterns they notice.

Try skip counting to a dollar using ten dimes. Ask your child to write the numbers in the skip counting by ten sequence. Encourage them to compare these numbers to the numbers from the skip counting by five sequence. Discuss what you notice about the patterns together.

Count a collection of coins. Encourage your child to come up with a strategy so they not only keep track of the coins counted, but have a simple way of adding the coins' values. Many people find that grouping the coins by type and counting the coins with the biggest value first makes this process simpler. Talk about this with your child. Test this strategy. Ask your child to tell you why they think this is or is not a good strategy.

Practice counting change. For example, give your child two quarters, one dime, one nickel, and two pennies. Ask them to count the 67 cents. This could sound like "25, 50, 60, 65, 66, 67."

Engage in imaginative play. Your child is a cashier at a grocery store and you are the customer. Pay for your purchase and have your child count back the change that you are owed.

Help your child set a savings goal. Talk with your child about something they'd like to buy and create a plan to save money to buy it. Use a jar to collect the money and put a picture of the item they want on the jar. Discuss with your child how long they think it will take to save enough money to buy the object. What are some setbacks they might encounter along the way? What are some ways that they can build their savings more quickly?

Age Level	Related CA State Standards
Kindergarten	**Counting and Cardinality K.CC.1, K.CC.2** Know number names and the count sequence. **K.CC.4, K.CC.5** Count to tell the number of objects. **Operations and Algebraic Thinking K.OA.1, K.OA.2** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. **Measurement and Data K.MD.3** Classify objects and count the number of objects in each category.
Grade 1	**Operations and Algebraic Thinking 1.OA.1** Represent and solve problems involving addition and subtraction. **1.OA.5 , 1.OA.6** Add and subtract within 20. **1.OA.7, 1.OA.8** Work with addition and subtraction equations. **Number and Operations in Base Ten**. **1.NBT.2,** Extend the counting sequence. **1.NBT.3** Understand place value.
Grade 2	**Operations and Algebraic Thinking 2.OA.1** Represent and solve problems involving addition and subtraction. **2.OA.2** Add and subtract within 20. **Number and Operations in Base Ten 2.NBT.2** Understand place value. **2.NBT.5, 2.NBT.6, 2.NBT.7** Use place value understanding and properties of operations to add and subtract. **Measurement and Data 2.MD.8** Work with time and money.
Grade 3	**Operations and Algebraic Thinking 3.OA.9** Solve problems involving the four operations, and identify and explain patterns in arithmetic. **Number and Operations in Base Ten 3.NBT.2** Use place value understanding and properties of operations to perform multi-digit arithmetic.

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