

K-2

Facilitator's Guide

Kids as Coins

A Teach Children to Save Lesson



WELCOME

Thank you for being a Teach Children to Save volunteer! It is because of volunteers like you that this program has been a success for over 2 decades. Children need bankers like yourself to share important financial lessons and help get them on the road to financial success. Whether you are a seasoned volunteer or just getting started, you can be sure that your time and effort will pay off!

This guide contains everything you will need to deliver a high-quality lesson that teaches children about coins and their values. The lesson begins with the penny, including how much it is worth and its various attributes. After that, you'll review nickels, dimes, and quarters. You can make the lesson more participatory by inviting students to come up and take on the role of the coins as you describe each type of coin. Once the coins have been identified and discussed, you'll consider ways to combine them in order to purchase items from an imaginary school store. At the end, you will discuss ways people can use coins and other money, including spending, sharing, and saving.

As you review the guide, be sure to add your own notes and personalize the lesson as you see fit. The scripts and directions are provided as a guide, but you have the ability to make it your own based on your own delivery style.

This is a great lesson to use with a large group! You can involve numerous students as volunteers.



What's Your Why?

Before stepping in front of a group of children, it can help to remind yourself of WHY you are doing this. Think about your own experiences learning about money (or not) as a young person and what you've seen as an adult. Why is this lesson important for children to have?

IN THIS GUIDE

This Facilitator Guide has information to help you prepare for and deliver the lesson, handouts, and other materials to use when teaching it, and information for you to give to the teacher or host. Here's a breakdown of what you'll find and the purpose of each section.

Overview

This section includes background information to help you understand what will be covered in this lesson.

- **Lesson Summary:** A description of the lesson, including what students will do and learn
- **Recommended Grade Levels:** The grades this lesson targets, although there is some flexibility
- **Time Required:** Guidance about the amount of time the lesson should take to present
- **Objectives:** What students should be able to do at the end of the lesson
- **Key Terms:** Kid-friendly definitions for banking terms you might use during the lesson

Preparation

Get ready to teach the lesson by reviewing the information in this section and preparing any materials you will need.

- **Delivery Options:** Choices you should make ahead of the lesson about how to deliver certain portions
- **Materials:** What you will need in order to conduct the lesson

Delivery

The lesson itself is divided into the following sections with slide-by-slide guidance on what to do or say, but you are welcome to customize it to your presentation style. Consider adding notes before you teach the lesson.

- **Introduction:** Introducing yourself and the lesson to the students
- **Meet the Coins:** An introduction to coins and their values
- **School Store:** Practice combining coins to reach a specified amount
- **Design Your Own Coin Activity:** Students design their own coins (optional)
- **Conclusion:** Wrapping up the lesson and thanking the students for their time and attention
- **Virtual Adaptations:** Suggestions for adapting the lesson to a virtual environment

Coordinating with the Teacher or Host

It is important to connect with the teacher or host ahead of time to ensure you are both on the same page and provide details about the lesson.

- **Questions to Ask:** Topics to address ahead of the lesson to make sure it goes well
- **Information for the Teacher or Host:** Details to share, including potential extension activities

OVERVIEW

Lesson Summary

In this lesson, students discover that coins differ both in their appearance and their value. The lesson begins with students learning characteristics of pennies, nickels, dimes, and quarters. Volunteers can be used to represent the coins which are then combined in various ways to pay for items in a fictional school store. If time allows, students can use their creativity to design their own coin, considering both what it will look like and its value. At the end, you will explain that coins can be used in a variety of ways, including spending, sharing, and saving.

Recommended Grade Level

Kindergarten to second grade

Time Required

30 to 40 minutes

Objectives

At the end of this lesson, students will be able to:

- Describe characteristics of pennies, nickels, dimes, and quarters.
- Explain how coins can be combined to purchase items.
- Share ways that coins can be used.

Key Terms

- **Cent:** The smallest value of a U.S. coin; the value of a penny
- **Coin:** Metal money, often flat and round
- **Dime:** A coin with a value of 10 cents
- **Dollar:** A bill or coin with a value of 100 cents
- **Nickel:** A coin with a value of 5 cents
- **Penny:** A coin with a value of 1 cent
- **Quarter:** A coin with a value of 25 cents
- **Value:** How much something is worth
- **Worth:** Monetary value

My Notes

Come back and add notes about how this lesson went after you deliver it. That way you'll have them to look back on if/when you have the opportunity to teach it again.

PREPARATION

Delivery Options

This lesson offers several delivery options. Review the presentation steps and decide what will work best for you based on your personal preferences, the age of the students, and the time you have available.

Meet the Coins

The lesson begins with an introduction to coins, including what images are found on them, their value, and how many you would need to equal a dollar. Your main decision with this portion of the lesson is whether you will use student volunteers and, if so, how.

- **Stick to the Slides:** The simplest version is to use only the slides and no volunteers.
- **Use Student Volunteers:** Student volunteers are selected and given signs to hold or hang around their necks. The students and the coins they represent can then be used to make coin combinations and purchases in the next part of the lesson.
 - **Recruit then Sit:** Recruit the number of volunteers indicated for each coin and give each volunteer their corresponding sign. Direct students to return to their seats. Alternatively, you can distribute the signs to students while they stay seated.
 - **All Standing:** Consider using this method if you are in a large room such as a gym or auditorium. As you recruit volunteers, have them come to the front and get their signs. Keep them up front until you have all the volunteers that you will need. If students have a hard time standing still, tell them they are welcome to sit on the floor until the next part of the lesson.

Kids as Coins

If using students to represent the coins, you will need at least 16 volunteers.

- 5 as pennies
- 2 as nickels
- 5 as dimes
- 4 as quarters

School Store

Students can purchase up to 8 items in the “school store” and decide which coin combinations can be used. You will not want to use all of them as it will take too long, and students are likely to lose interest. Instead, select which items you will use in advance. Use the easier options with younger students and a selection of items with older students. Consider asking the teacher or host to select the items you use in advance. For those you won’t be using, you can use the “Hide Slide” feature in PowerPoint to skip those items in the presentation.

Design Your Own Coin Activity

In this activity, students use their creativity to design their own coins. This will take additional time and supplies. Be sure to coordinate with the teacher or host about the availability of drawing or coloring supplies in advance. If not used while you are there, you can leave copies of this handout for students to do later.

Materials

- **Kids as Coins PowerPoint Slides** (Coordinate how to display this in advance.)
- **Coin Signs** (Print on card stock in the quantity shown below. If desired, laminate the signs or place them in page protectors using tape to close the end. Consider adding ribbon or string to each sign so it can be worn around a child's neck.)
 - Penny signs: 5
 - Nickel signs: 2
 - Dime signs: 5
 - Quarter signs: 4

If you will be doing this with a small class, make extra coin signs so each student in the class can be a coin.

- **Real Coins** (If the group will be small, consider bringing coins to demonstrate equivalents to a dollar. This won't work in a large room. If using, put each combination in its own zip-top bag to make them easy to access.)
 - Pennies: 100
 - Nickels: 20
 - Dimes: 10
 - Quarters: 4
- **My Coin Activity Sheet** (1 copy per student — optional)
- **Information for the Teacher or Host** (Bring a copy or provide the electronic version. Be sure to include the Name Your Price and the Money Word Search handouts.)

Background Information

This lesson includes slides with images of “hundreds charts.” Both educators and students should recognize these as they are widely used to help students understand the numbers 1 to 100. Each row has 10 numbers. They are also used to help students see number patterns such as counting by fives or tens. If you aren't familiar with the hundreds chart, spend a moment ahead of time online watching a video that explains them.

DELIVERY | Introduction



SLIDE 1

Introduce yourself to the class. Say, “**Hello. My name is Ms./Mrs./Mx./Mr.____.**” (Students generally address adults in school settings as Ms./Mrs./Mx./Mr. Most use their last name.)

Say, “**I’m here today as a volunteer from (Bank Name). Today we’re going to learn about coins.**”

Take Note

Have you noticed that the lesson’s script is in bold and in quotations? Feel free to use this during the lesson or make it your own. You can adjust what you say to fit your personal style of speaking or presenting.

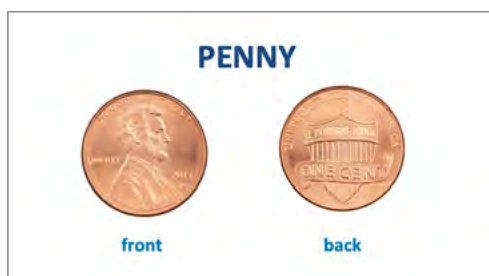
DELIVERY | Meet the Coins



SLIDE 2

Ask, “**Does anyone know what this coin is called?**”

Accept several student answers.



SLIDE 3

Confirm the correct answer by saying, “**That’s right. This is a penny.**”

If using volunteers, say, “**I’m going to need quite a few volunteers to help me with this activity. Let’s see if I can find some with a few questions I have prepared.**”

Ask, “**Raise your hand if you know someone who has a beard.**” Select 1 volunteer. If no hands are raised, ask if they can think of someone famous with a beard (such as Santa). Have the student come forward or stay in their seat. Provide the volunteer with a **Penny Sign**.

If not using volunteers, still ask if anyone knows or has seen someone that has a beard.



DELIVERY | Meet the Coins

The picture on the front of the penny is of Abraham Lincoln.



SLIDE 4

Say, “I asked about a person with a beard, because if you look very carefully you will see that the person on the front of the penny has a beard. This is the 16th president of the United States, Abraham Lincoln.”

Ask, “Does anyone’s name start with the letter A like Abraham Lincoln?”

If using volunteers, select someone with their hand raised and ask their name. If no hands are raised, ask if anyone has a last name that starts with L (or has an A or L in their name). Repeat the process of giving the volunteer a **Penny Sign**.

Newer pennies have a shield on the back.



SLIDE 5

Say, “If you see a penny with a shield on the back, you know that it is newer.”

Say, “Raise your hand if you know the name of the city where our nation’s capital is located.”

If using volunteers, select someone with their hand raised and ask for the answer (Washington, D.C.). If nobody can answer, select a volunteer at random. Repeat the process of giving the volunteer a **Penny Sign**.

DELIVERY | Meet the Coins

The backs of older pennies show the Lincoln Memorial.



SLIDE 6

Say, “For a long time, pennies had a different image on the back. This shows a building called the Lincoln Memorial. The memorial is located in our country’s capital, Washington, D.C., and honors president Lincoln whose picture is on the front.”

Ask, “Does anyone like the color brown?”

If using volunteers, select a student and repeat the process of giving the volunteer a **Penny Sign**.

Pennies are coated in copper, making them look brown. They also have smooth edges.



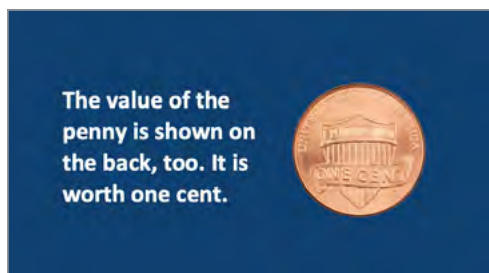
SLIDE 7

Say, “I asked about the color brown because pennies are often brown in color. Their copper coating gives them that appearance. They are often shiny when they are new and become more and more brown with age. If you look at the edge, you’ll notice the edges are smooth.”

Ask, “Does anyone have a birthday in January?”

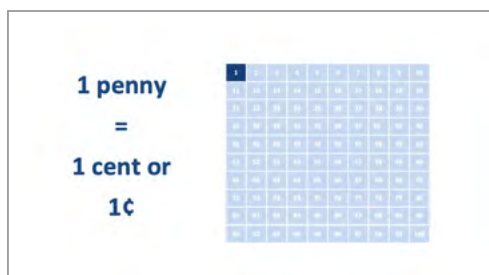
If using volunteers, select someone with their hand raised. If no hands are raised, ask if anyone has a birthday on the first day of another month. Repeat the process of giving the volunteer a **Penny Sign**.

DELIVERY | Meet the Coins



SLIDE 8

Say, “The month of January is the first month of the year. We often learn about pennies first because they have the smallest value — 1 cent.”



SLIDE 9

Ask, “Have you ever seen a hundreds chart? This square has 100 smaller squares. The penny is worth 1 cent, so one of those small squares is filled in.”

Ask, “Have you ever seen the cent sign or symbol before?”

Say, “This symbol after the 1 means cent. Sometimes it looks like this (¢). Other times it is written like a c with a line down the middle.”

If a whiteboard or flip chart is available, demonstrate how to write a cent symbol.



SLIDE 10

Say, “You need 100 pennies to equal 1 dollar.”

Ask, “Which would you rather carry: 100 pennies or a dollar bill?”

With a smaller group, consider showing the students 100 pennies.

DELIVERY | Meet the Coins

100 pennies
=
100 cents
=
1 dollar

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

SLIDE 11

Say, “Let’s look at the hundreds chart again. To equal a dollar, you need 100 pennies.”

Ask, “Who here can count all the way to 100?”



SLIDE 12

Say, “This is a new coin. Does anyone know what this coin is called?”

If no responses, say, “I will give you a hint, the name rhymes with pickle.”



SLIDE 13

Say, “This coin is called the nickel.”

Ask, “Does anyone know someone with the first name Tom or Thomas or Tomás?”

If using volunteers, select someone with their hand raised. If no hands are raised, see if anyone has a name that starts with T or select a volunteer at random. Repeat the process of giving the volunteer a **Nickel Sign**.



DELIVERY | Meet the Coins

Thomas Jefferson
is on the front of
the nickel.



SLIDE 14

Say, "The picture on the nickel is of Thomas Jefferson, the third president of the United States and author of the Declaration of Independence."

Thomas Jefferson's
home, Monticello,
is on the back of
the nickel.



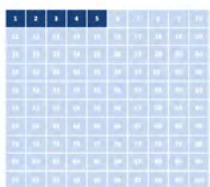
SLIDE 15

Say, "On the back is a picture of the home Thomas Jefferson designed and lived in, called Monticello."

Ask, "Does anyone know how many cents a nickel is worth?"

If using volunteers, select someone with their hand raised and ask for their answer. Even if the answer is wrong, let them be a volunteer. Repeat the process of giving the volunteer a **Nickel Sign**.

1 nickel
=
5 cents or
5¢



SLIDE 16

Say, "The nickel is worth 5 cents."

DELIVERY | Meet the Coins



SLIDE 17

Say, “You’d need 20 nickels to equal 1 dollar.”

If using real coins, compare 20 nickels to 100 pennies. Ask students which they would rather carry in their pocket or wallet.

If desired, have any volunteers who are standing return to their seats or take a seat on the floor.



SLIDE 18

Say, “Let’s check out the dime next.”

Ask, “Do you think the dime is bigger or smaller in size than the nickel and penny? Let’s take a vote. Raise your hand if you think dimes are smaller than pennies and nickels.”

If using volunteers, select someone with their hand raised to be your first “dime” volunteer. Repeat the process of giving the volunteer a **Dime Sign**.



DELIVERY | Meet the Coins

The dime is the smallest and lightest U.S. coin.



SLIDE 19

Say, “The dime is actually the smallest of U.S. coins. It is also the lightest. Unlike the penny and nickel which have smooth edges, dimes have ridges on their sides.”

Say, “I have another question. Who knows their middle initial?”

Ask students with their hands raised to share their middle initials and what each stands for if known.

If using volunteers, select 4 students to share their middle initials and names and repeat the process of giving each volunteer a **Dime Sign**.

The front of the dime shows another American president, Franklin D. Roosevelt.



SLIDE 20

Say, “Franklin D. Roosevelt was also an American president. It is his picture that you’ll find on dimes. People usually use his middle initial ‘D’ when saying his full name or they use his full name, Franklin Delano Roosevelt.”

A torch, olive branch, and oak tree branch are on the back.

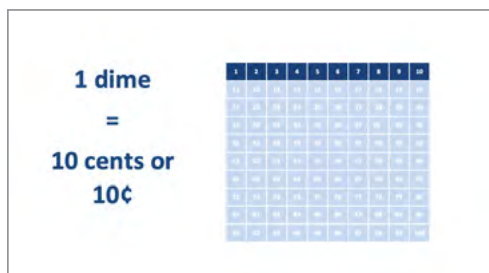


SLIDE 21

Ask, “Does anyone like to eat olives?”

Say, “On the back of the dime, you’ll see an olive branch on the left which represents peace. In the middle is a torch that symbolizes liberty. The oak branch on the right represents strength and independence.”

DELIVERY | Meet the Coins



SLIDE 22

Say, “Even though the dime is smaller than the penny and the nickel, it is actually worth more. 1 dime is worth 10 cents.”



SLIDE 23

Say, “You would need 10 dimes to equal 1 dollar.”

If using real coins, compare the 10 dimes to the 100 pennies and 20 nickels.

If desired, invite the dime volunteers to take a seat.



SLIDE 24

Say, “We have one more coin to explore — the quarter. The front of the quarter shows our first president, George Washington. There are many different images on the back of quarters. Some represent different states and national parks. Recent quarters show famous women.”



DELIVERY | Meet the Coins

The quarter is larger than the penny, nickel and dime.



SLIDE 25

Say, "The quarter is bigger than the other coins we've looked at so far."

It has ridges along the edge.

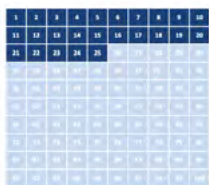


SLIDE 26

Say, "Like the dime, the quarter also has ridges on the edge."

If using volunteers, let students know that you will need 4 volunteers to take **Quarter Signs** and distribute them as before.

1 quarter
=
25 cents or
25¢



SLIDE 27

Say, "Each quarter is worth 25 cents."

4 quarters
=
1 dollar



SLIDE 28

Say, "Because they are worth more, you only need 4 quarters to equal 1 dollar."

DELIVERY | School Store



SLIDE 29

Say, “We’re going to use the coins we just learned about to see if we can buy items from a pretend school store.”



SLIDE 30

Say, “Let’s look at what items are for sale in our school store.”

Point out several of the items and read the prices. With older students, you can invite volunteers to read the prices.

DELIVERY | School Store

SLIDES 31 – 38

Select 3–5 items from the school store and help students combine coins to purchase them.

Challenge students to create multiple coin combinations that equal the price of each item considered. Sample combinations are shown below.

If using student volunteers, invite the students to form groups to visually demonstrate some of the coin combinations.

Revisit the slides with the value of the coins, as needed to remind students of the value of each coin.

Eraser

5 cents



Eraser: 5 cents

- 1 nickel
- 5 pennies

Stickers

10 cents



Stickers: 10 cents

- 1 dime
- 2 nickels
- 10 pennies
- 5 pennies and 1 nickel

Pencil

15 cents



Pencil: 15 cents

- 1 dime and 1 nickel
- 3 nickels
- 1 dime and 5 pennies
- 15 pennies
- 2 nickels and 5 pennies
- 1 nickel and 10 pennies

DELIVERY | School Store

Sharpener

25 cents



Sharpener: 25 cents

- 5 nickels
- 2 dimes and 1 nickel
- 25 pennies
- 2 dimes and 1 nickel
- 2 dimes and 5 pennies

Glue

40 cents



Glue: 40 cents

- 4 dimes
- 8 nickels
- 40 pennies
- 2 dimes and 4 nickels
- 1 quarter, 1 dime, and 1 nickel

Crayons

50 cents



Crayons: 50 cents

- 2 quarters
- 5 dimes
- 10 nickels
- 50 pennies

Ruler

75 cents



Ruler: 75 cents

- 3 quarters
- 7 dimes and 1 nickel
- 15 nickels
- 75 pennies

Pencil Box

\$1 or 100 cents



Pencil box: one dollar

- 4 quarters
- 10 dimes
- 20 nickels
- 100 pennies

DELIVERY | School Store

Design Your Own Coin

SLIDE 39

Say, “Let’s use some creativity and make our own coins.”

Distribute a **My Own Coin activity sheet** to each student.

Invite students to create their own design for a coin.

Design Your Own Coin

Who or what will be on the coin?

How much will it be worth?



SLIDE 40 (Optional)

Say, “Think about who or what will be on your coin and how much it will be worth.”

IDEA!

Ask if you can take photos of some of the students’ designs to share with colleagues and/or on social media. Be sure to cover any student names with a sticky note or later when editing to protect student privacy.

DELIVERY | Conclusion



SLIDE 41

Say, “**Before I leave, let’s talk for a minute about how you might use coins.**”

Share examples of ways people might use coins, including buying things and saving them for future use. Remind students that everyone makes different decisions with their money and that is okay.



SLIDE 42

Thank the students for letting you come to their class and for paying attention and listening.

Remind students that learning to count money is important, so they know how much money they have or are spending.

Let them know that you hope to see them someday at the bank counting their money or bringing it in to save at the bank. If your branch has a coin-counting machine, consider sharing that these will automatically sort and count coins.

DELIVERY | Virtual Adaptations

This section provides suggestions for delivering this lesson in a virtual format in which the banker is presenting the lesson using a video conferencing tool such as Microsoft Teams or Zoom. The recommendations presume that the students are together with the teacher in a classroom and they can view both the banker and the presentation on a screen or television. Ideally, a camera should also be focused on the classroom so the banker can see the students. Further adaptations will be required if everyone (presenter, teacher, and students) participates virtually from their own location.

Section Virtual Adaptation

Introduction Slides 1	Ask the teacher to provide a brief introduction and then introduce yourself.
Meet the Coins Slides 2 – 28	Rather than calling on students for answers to the various questions, ask the teacher to select students and share their responses. Use only the slides and no volunteers.
School Store Slides 29 – 38	Use the slides and discuss possible coin combinations, or direct students to work in pairs or small groups to determine answers. If available, students can use real or pretend coins or draw answers on paper. If drawing them, suggest that they use the coins' "initials" (P for penny, N for nickel, D for dime, and Q for quarter). Ask the teacher to facilitate calling on student volunteers to share their solutions.
Design Your Own Coin Slides 39 – 40	Provide a digital version of the My Coins activity sheet to the teacher or host in advance. Ask them to make 1 copy for each student and distribute them when directed in the lesson. Request that they help students during the drawing process and call on several students to share their completed coins. Another option is to ask the teacher or host to complete this activity with the students and share photos or scanned copies of some or all of their coins with you afterward.
Conclusion Slides 41 – 42	No adaptations are needed.

Coin Signs

Print at least the following number of each sign (more if making sure every student gets a sign). Consider laminating the signs for repeated use or placing them in plastic page protectors with the end closed with a piece of tape. If you want students to wear them around their necks, add a piece of ribbon, string, or yarn to each sign.

Penny signs: 5

Nickel signs: 2

Dime signs: 5

Quarter signs: 4



PENNY

1¢



NICKEL

5¢



DIME

10¢



QUARTER

25¢

Name: _____

My Coin

Design your own coin. Add a picture and determine its value.



Questions to Ask

Coordinating with the Teacher or Host

Connect ahead of time to get answers to the questions below.

GENERAL QUESTIONS

How many students do you expect to participate?

Would you like me to send you a copy of the lesson and the educator materials in advance?

What is the best way for me to show PowerPoint slides (i.e., send them to you in advance, bring them on a jump drive, connect my own laptop, etc.)?

Several times during the lesson, I will call on students to answer questions or volunteer to be part of the lesson. Would you prefer to select students to respond, or should I?

If students lose focus, how would you like me to get their attention? Should I use a call-and-response phrase such as “1-2-3 eyes on me” or will you step in?

ANSWERS

MY MONEY POEM ACTIVITY QUESTIONS

Ask the questions that pertain to your plans for each activity.

- **School Store:** Which of the school store items should I use as examples based on the math abilities of the students?
- **Design Your Own Coin:** Would you prefer we complete this activity during the lesson, or would you like to do it afterward? If during the lesson, what drawing or coloring supplies will the children have access to (crayons, colored pencils, etc.)?

ANSWERS

Information for the Teacher or Host

Thank you for hosting a Teach Children to Save lesson!

The information below and the handouts on the pages that follow provide additional background information for you as the educator or program leader. Feel free to use any of the suggested extension activities as a way for further understanding of the lesson and/or as a means of assessing student understanding.

Kids as Coins: A Teach Children to Save Lesson for Grades K to 2

In this lesson, students discover that coins differ both in their appearance and their value. The lesson begins with students learning the characteristics of pennies, nickels, dimes, and quarters. Volunteers may be used to represent the coins which are then combined in various ways to pay for items in a fictional school store. If time allows, students will use their creativity to design their own coin, considering both what it will look like and its value. At the end, the volunteer will explain that coins can be used in a variety of ways, including spending, sharing, and saving them.

Objectives

At the end of this lesson, students will be able to:

- Describe characteristics of pennies, nickels, dimes, and quarters.
- Explain how coins can be combined to purchase items.
- Share ways that coins can be used.

Key Terms

- **Cent:** The smallest value of a U.S. coin; the value of a penny
- **Coin:** Metal money, often flat and round
- **Dime:** A coin with a value of 10 cents
- **Dollar:** A bill or coin with a value of 100 cents
- **Nickel:** A coin with a value of 5 cents
- **Penny:** A coin with a value of 1 cent
- **Quarter:** A coin with a value of 25 cents
- **Value:** How much something is worth
- **Worth:** Monetary value

Suggested Extension Activities

1. Challenge students to practice combining coins using the **Name Your Price handout**. Provide any necessary scaffolding, such as reminding students of the value of each coin and/or displaying this information while students work.
2. Explore more details about coins such as where they are minted, what the symbols found on coins represent, and what the sayings on them mean (i.e., E pluribus unum means “Out of many, one”). The U.S. Mint offers additional information and activities for students, such as [The Life of a Coin](#) and assorted [videos](#) about coins.
3. Provide coins (real or pretend) for students to compare and contrast. Use a T-chart or other graphic organizer to list characteristics the coins have in common and what sets them apart.
4. Reinforce coin names with the **Money Word Search handout**.

Connection to National Standards

This lesson addresses the following national standards:

[Common Core State Standards for Mathematics](#) from the Council of Chief State School Officers

Measurement and Data Grade 2

8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Name: _____

Name Your Price

Give each item a price. Create at least 1 coin combination to purchase it.

Use letters to represent the coins: **P** = penny, **N** = nickel, **D** = dime, and **Q** = quarter.

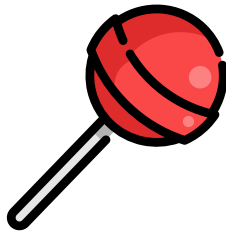
Banana



Price: _____

Coin Combination(s):

Lollipop



Price: _____

Coin Combination(s):

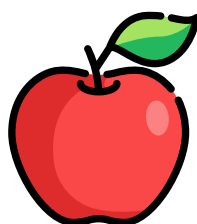
Chips



Price: _____

Coin Combination(s):

Apple



Price: _____

Coin Combination(s):

Name: _____

Money Word Search

Find and circle each of the words below.

- BANK**
DOLLAR
- CENT**
NICKEL
- COINS**
PENNY
- DIME**
QUARTER

J	B	T	L	O	D	A	N	F	P	E	P
E	R	U	T	B	D	O	N	P	A	D	E
P	O	Y	U	N	R	D	L	Q	E	J	N
M	A	Y	C	T	C	T	B	L	B	O	N
Q	U	A	R	T	E	R	W	E	A	Z	Y
A	P	O	F	R	N	H	E	V	L	R	I
M	C	G	B	N	T	A	M	T	P	N	O
L	O	I	Z	P	O	K	I	I	W	I	X
N	I	K	B	M	R	O	R	G	U	C	A
R	N	T	O	A	D	S	Q	S	D	K	F
A	S	F	L	U	N	Z	D	I	M	E	E
P	U	S	A	V	Y	K	C	N	S	L	N

Name: _____

Money Word Search

Find and circle each of the words below.

- BANK**
DOLLAR
- CENT**
NICKEL
- COINS**
PENNY
- DIME**
QUARTER

J	B	T	L	O	D	A	N	F	P	E	P
E	R	U	T	B	D	O	N	P	A	D	E
P	O	Y	U	N	R	D	L	Q	E	J	N
M	A	Y	C	T	C	T	B	L	B	O	N
Q	U	A	R	T	E	R	W	E	A	Z	Y
A	P	O	F	R	N	H	E	V	L	R	I
M	C	G	B	N	T	A	M	T	P	N	O
L	O	I	Z	P	O	K	I	I	W	I	X
N	I	K	B	M	R	O	R	G	U	C	A
R	N	T	O	A	D	S	Q	S	D	K	F
A	S	F	L	U	N	Z	D	I	M	E	E
P	U	S	A	V	Y	K	C	N	S	L	N