



KINDERGARTEN SUPPLEMENT

Set D7 Measurement: Coins Calendar Pattern

Includes

March Calendar Pattern

D7.1

Skills & Concepts

- ★ identify pennies, nickels, dimes, and quarters by name and worth
- ★ describe and extend simple growing patterns
- ★ read aloud numerals from 0 to 31
- ★ identify ordinal positions through the 31st

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Bridges in Mathematics Kindergarten Supplement
Set D7 Measurement: Coins Calendar Pattern

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Bridges in Mathematics is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

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Set D7 ★ March Calendar Pattern



CALENDAR GRID

Coins

Overview

This set of Calendar Grid markers replaces the student-made markers in the month of March, and provides opportunities for kindergartners to identify pennies, nickels, dimes, and quarters by name and worth. There is a penny on the first marker, a nickel on the second, a dime on the third, and a quarter on the fourth. The pattern grows after that, featuring 2 pennies, 2 nickels, 2 dimes, and 2 quarters on markers 5–12, 3 pennies, 3 nickels, 3 dimes, and 3 quarters on markers 13–24, and so on.

Skills & Concepts

- ★ identify pennies, nickels, dimes, and quarters by name and worth
- ★ describe and extend simple growing patterns
- ★ read aloud numerals from 0 to 31
- ★ identify ordinal positions through the 31st

You'll need

- ★ Calendar Grid pocket chart
- ★ Month and Year Calendar Grid cards
- ★ March Coin Calendar Markers (available at <http://gotomlc.org/calmarkers>) Print 1 copy of the calendar marker sheets in color, single-sided, on white cardstock. Cut the calendar markers apart and laminate if desired.
- ★ helper jar containing a popsicle stick for each child with his/her name on it
- ★ pennies, nickels, dimes, and quarters (several of each coin, optional)
- ★ examples of items that can be purchased for 1¢, 5¢, 10¢, and 25¢ (optional)
- ★ *The Penny Pot* by Stuart Murphy (optional)
- ★ *The Coin Counting Book* by Rozanne Lanczak Williams (optional)
- ★ *26 Letters and 99 Cents* by Tana Hoban (optional)

Introducing the Coins Calendar Pattern

Open your first Number Corner lesson in March by directing students' attention to the calendar grid. Explain that as in previous months, you will put up a new calendar marker as each day of the month passes. Place the first marker in the correct pocket, and ask children to pair-share observations. What do they notice about this marker? After a few moments, pull popsicle sticks from your helper jar to call on children to share their observations with the class.

Students *It's a penny!
It has a 1 on it.*

*It says one cent. That little thing that looks like a "c" means cents.
That word starts with a "p". Maybe it says "penny".*

Pennies are the brown ones.

2. Ask children to predict what they might see on the marker for the following day.

Students *It might be another penny.*

Maybe it will be some other kind of money, like a nickel or a dime.

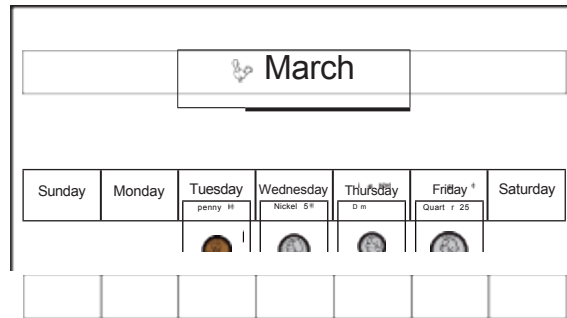
Maybe the pattern will be penny, nickel, penny, nickel.

Or maybe penny, nickel, dime, then penny, nickel, dime.

March Calendar Pattern (cont.)

Continuing through March with the Calendar Grid

Each day, have a helper point to the markers that have been posted in the pocket chart so far as the class reads the name of the coin shown on each marker. Have children predict what the next marker will show before you place it on the chart. Sometimes, this will be the work of a minute or two; other days there maybe more surprise and speculation.



Teacher *What day is it today?*

Students *Monday!*

Teacher *How many markers do we need to add to our calendar chart today?*

Students *One more!*

No, we need 3 more.

We need ones for Saturday, Sunday, and Monday. That's 3!

Teacher *Sara, will you please come up and point to the markers we have posted so far, while we read the names of the coins?*

Students *Penny, nickel, dime, quarter.*

I think the next one's going to be a penny.

Me too!

Teacher *Let's check it out. Here's the next marker. Is it a penny?*

Students *Yes!*

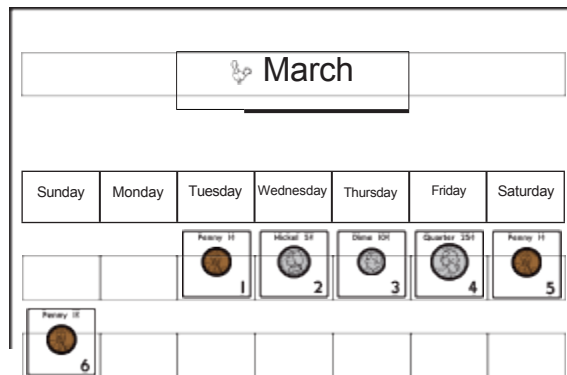
Teacher *What coin do you think we'll see on the marker for Sunday? Whisper your idea to the person next to you.*

Students *Nickel!*

It has to be a nickel because it goes penny, then nickel.

Teacher *Okay, here's the next marker. Is there a nickel on marker 6?*

March Calendar Pattern (cont.)



Students No!

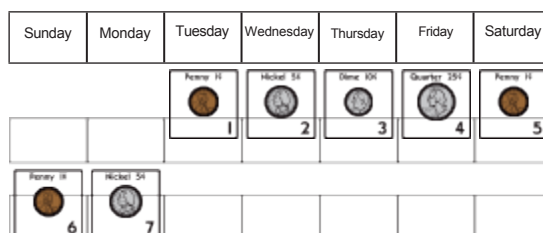
It's another penny!

Maybe the pattern is wrong. It should be a nickel.

Maybe there will be 2 nickels next, like 2 pennies, 2 nickels, 2 dimes, like that.

Teacher This is a puzzle for sure. Shall we look at the marker for today?

Students Yes! Just like I thought—it's a nickel. I bet tomorrow will be another nickel.



As the markers are posted, one each day, ask students to share their observations about the coins and the pattern that is emerging. Here are some questions and prompts to use through the month:

- Which coin do you think will come next in our pattern? Why?
- Which coin do you see on the 3rd (12th, 15th, 26th) marker?
- How many penny (nickel, dime, quarter) markers do we have on our calendar grid chart so far?
- Which coin is worth the least? Which is worth the most?
- How many pennies do you need to trade in for a nickel (a dime, a quarter)?
- How many nickels do you need to trade in for a dime (a quarter)?

- What can you buy with a penny? What about a nickel, dime, or quarter?

Extensions

- Make a small collection of pennies, nickels, dimes, and quarters available, along with a magnifying glass, for students to explore during Work Places. Encourage them to examine the coins closely, and to identify some of their likenesses and differences. You might also ask children to sort the coins in a variety of ways. (If loose coins are likely to disappear into pockets, consider gluing two of each coin, one heads-up and the other tails-up, to a piece of poster board. You can use plastic coins instead, but real coins are preferable because that is what children encounter in the world outside of school.)

March Calendar Pattern (cont.)

- Bring in and display examples of items that can be purchased with each coin. Ask families to send in items to add to the collection.
- Read books about coins and money during the month. Some of our favorites include *The Penny Pot* by Stuart Murphy, *The Coin Counting Book* by Rozanne Lanczak Williams, and *26 Letters and 99 Cents* by Tana Hoban.


































CHALLENGE

- Some students may enjoy counting the total amount of money shown on the calendar grid each day. By the eighth day of the month, for instance, students will find that the coins posted so far total 53¢.
- Very capable students might be challenged to predict the total amount of money that will appear on the calendar by a particular date (e.g., by March 12th, March 20th, March 25th, and so on). Provide real or plastic coins for these students to work with as they formulate their conjectures.

March Calendar Pattern (cont.)

NOTE Below is a representation of the March calendar grid. The full-size calendar markers are available at <http://gotomlc.org/calmarkers>.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Penny 1¢  1	Nickel 5¢  2	Dime 10¢  3	Quarter 25¢  4	Penny 1¢  5
Penny 1¢  6	Nickel 5¢  7	Nickel 5¢  8	Dime 10¢  9	Dime 10¢  10	Quarter 25¢  11	Quarter 25¢  12
Penny 1¢  13	Penny 1¢  14	Penny 1¢  15	Nickel 5¢  16	Nickel 5¢  17	Nickel 5¢  18	Dime 10¢  19
Dime 10¢  20	Dime 10¢  21	Quarter 25¢  22	Quarter 25¢  23	Quarter 25¢  24	Penny 1¢  25	Penny 1¢  26
Penny 1¢  27	Penny 1¢  28	Nickel 5¢  29	Nickel 5¢  30	Nickel 5¢  31		

March Coin Calendar Markers Sheet 1 of 16

penny 1¢



1

Nickel 5¢



2

March Coin Calendar Markers Sheet 2 of 16

Dime 10¢



3

Quarter 25¢



1981

4

March Coin Calendar Markers Sheet 3 of 16

penny 1¢



5

penny 1¢



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