I. ABSTRACT
A. Give your students a solid understanding of money in hands on lessons, games, partner work, center activities, and literature. Wrap up your study of money with a carnival for students to spend the “money” they have earned through good behavior.

II. OVERVIEW
A. Concept Objectives
1. Understand the value of coins.
2. Learn to count and write values up to $1.00.
3. Develop an awareness of how to manipulate coins to show the same amount different ways.
4. Learn to transfer knowledge of adding and subtracting two- and three-digit numbers to adding and subtracting money.

B. Content from the Core Knowledge Sequence
1. Math
   a. Money
      (1) Recognize relative values of a penny, nickel, dime, quarter, and dollar. (p.56)
      (2) Write amounts of money using $ and ¢ signs, and the decimal point. (p. 56)
      (3) Show how different combinations of coins equal the same amounts of money. (p. 56)
      (4) Add and subtract amounts of money. (p. 56)

2. Language Arts
   b. Poetry
      (1) “Smart” (p. 44)

C. Skill Objectives (List specific skills to be taught in each lesson – and use the same ones from your lessons.)
1. Identify coins (penny/nickel/dime/quarter) and their value.
2. Record money amounts using $ sign, ¢ sign, and decimal point.
3. Count groups of mixed coins.
4. Compare money amounts using <, >, and =.
5. Identify ways to make a dollar.
6. Identify different ways to show the same amount.
7. Identify fewest coins possible to show a given amount.
8. Accurately add amounts more/less than one dollar.
9. Accurately subtract amounts more/less than one dollar.

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. Money: Identify and recognize the value of penny, nickel, dime, quarter.
2. Recognize and use dollar ($) and cents (¢) signs.
3. Show how different combinations of coins equal the same amounts of money.

IV. RESOURCES
A. Books
1. Leedy, Loreen. *Follow the Money*
2. Silverstein, Shel. “Sick” from *Where the Sidewalk Ends* and *Listen, My Children: Poems for Second Graders*

B. Web Sites
1. US Mint for Kids: [http://www.usmint.gov/kids/flashIndex.cfm](http://www.usmint.gov/kids/flashIndex.cfm)

C. Miscellaneous Supplies
1. Class set of decahedron dice (10 sided dice) 00-90 and 0-9. Available from [http://members.aol.com/pigonmath/page3.html](http://members.aol.com/pigonmath/page3.html) or 1-800-NUMERAL
2. Plastic and/or paper coins
3. Sheet of paper with clip art copies or stamps of quarters, cut into strips with three quarters on each strip—enough for each child to have a strip each day during money unit.
4. Pig Mats run on pink card stock or construction paper, preferably laminated (Appendix C)

V. LESSONS
Lesson One: Introduction of Money (approx. 45 mins)

A. Daily Objectives
1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.

2. Lesson Content
   a. Recognize relative values of a penny, nickel, dime, quarter, and dollar.
   b. Write amounts of money using $ and ¢ signs, and the decimal point.

3. Skill Objective(s)
   a. Identify coins (penny/nickel/dime/quarter) and their value.
   b. Record money amounts using $ sign, ¢ sign, and decimal point.

B. Materials
1. Letter to parents requesting coins-MUST BE SENT HOME PRIOR to beginning of unit (Appendix A)
2. Letter to room mothers for Money Carnival planning (Appendix B)
3. Bags of real and plastic coins (4 quarters, 10 each dime, nickel, penny) for students who have not brought real money
4. Quarter strips—one for each child DAILY
5. Pig Mats (Appendix C), preferably laminated
C. **Key Vocabulary**

1. **penny**-value of one cent; can be written as 1¢, $0.01  
   On front—Abraham Lincoln, In God We Trust, Liberty, year minted  
   On back—Lincoln Memorial, United States of American, E Pluribus Unum, One Cent

2. **nickel**-value of five cents; can be written as 5¢, $0.05  
   On front—Thomas Jefferson, In God We Trust, Liberty, year minted  
   On back—Monticello, United States of American, E Pluribus Unum, Five Cents

3. **dime**-value of ten cents; can be written as 10¢, $0.10  
   On front—Franklin D. Roosevelt, In God We Trust, Liberty, year minted  
   On back—torch, oak branch, olive branch, United States of American, E Pluribus Unum, One Dime

4. **quarter**-value of twenty-five cents/one-fourth of a dollar; can be written as 25¢, $0.25  
   On front—George Washington, In God We Trust, Liberty, United States of America, Quarter Dollar  
   On back—state name, year of statehood, state saying, state picture, year minted

D. **Procedures/Activities**

**Part 1-Odds and Ends**

1. When children enter the room, have a strip of paper with three quarters stamped on it on each child’s desk. (Do this daily)
2. Tell children that the class will begin learning about money today. Each day he will begin with three quarters. Quarters can be lost during the day for misbehavior. At the end of the unit, the class will get to spend the money at a carnival.
3. Give each child a “wallet” (envelope).
4. Have class write name on wallet and decorate. At the end of each day, students should place quarter strip in this.
5. While class is doing this, collect bags of coins, making sure that each is labeled with name. Keep coins locked up.
6. Show children basket filled with money related books. Read books aloud when time is available throughout unit. (See Bibliography for a list of suggested titles)

**Part 2-Lesson**

7. Begin lesson by having students sit in a circle.
8. Ask students to share what they know about money—what it looks like, types, how it is earned, etc.
9. Read the book *Follow That Money*
10. Give each student his Bag of coins and a pig mat. If a student does not have a Bag of coins from home, give him a bag of plastic coins.
11. Ask students to sort coins by type on pig mat.
12. Starting with a penny, discuss with class identifying features. Allow children to “notice” features and share year minted. Record identifying features on sheet of chart paper.
13. Continue as in step 6 with nickel, dime, quarter. (*With quarter, differentiate between old and new style quarter)
14. When finished examining coins, go back to chart and discuss again value of each and ways to write—cent sign and dollar sign. Explain meaning of the decimal point.

15. Ask students to put coins in bag.

E. Assessment/Evaluation

1. To dismiss students to their desks, give each student a clue about a coin (I am the color of copper; I am the largest coin; I have a value of 10¢, I have a picture of the first president on the front of me; etc.) If he is able to answer the riddle, he may turn in his bag of coins and return to his desk. If he is unable to answer the riddle, he remains seated. Continue until all students are seated. *Try this at other times also, when lining up for recess, lunch, etc.

2. Daily follow up—when students return the next morning have review sheet 1 ready for them to complete. (Appendix D)

Lesson Two: Counting Dimes, Nickels, and Pennies (approx. 45 mins)

A. Daily Objectives

1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.

2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.

3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Count groups of mixed coins.

B. Materials

1. Chart paper
2. Bags of coins
3. Pig mats
4. Large die
5. Review sheet 2 (Appendix D)

C. Vocabulary

1. Touch and Slide—A method of counting coins. Student touches the coin while she is counting and slides it away from the uncounted coins. This helps students avoid counting mistakes by counting coins twice or not at all.

D. Procedures/Activities

1. Pass out bags of coins and pig mats.
2. Have class sit in a circle.
3. Ask students to sort out only pennies, nickels, and dimes at the top of the pig mat. Quarters can be left in bag.
4. Review value and distinguishing features of dime, nickel, and penny.
5. Give one student a die. Have her roll it. Students should build this number of dimes on pig mat. Have a second student roll the die. Students should build this number of pennies on mat. At this point, discuss with students the value of being organized.
6. Discuss “Touch and Slide” with students. As a student counts a coin, she should slide it away from the uncounted coins. This helps students from missing or recounting coins. Discuss with class why touching and sliding is helpful.
7. Have class count the dimes. Remind students they should always start counting with the largest value coins. Start over each time you see that a student is not using touch and slide. This will reinforce how important this is.

8. Tell students about another tip to “help their brains”—clapping. Tell students it is easy to forget to change ways of counting. So to help their brains “remember”, students should clap each time they switch from one type of coin to another.

9. Now, have students count aloud all the coins on their mat, making sure each student is touching and sliding and clapping during the change from dimes to pennies.

10. Repeat passing around of die to build dimes and pennies until students are competent. Reinforcing touch and slide, clapping, organizing coins, and starting with the largest value coin.

11. Once students are accurately counting dimes and pennies, as well as using the above strategies, begin using nickels.

12. Continue have students roll the die and pass it on to build dimes, nickels, and pennies.

13. Use the chart paper to record what is being built and the amount it totals. At this time review the different ways a money amount can be recorded. After a few rounds, have students record the money amount in different ways on the chart. (See Appendix E for an example of how to set this chart up).

14. Continue until children are comfortable counting dimes, nickels, and pennies.

E. Assessment/Evaluation

1. Teacher observes students during whole group time, helping/reteaching when necessary.

2. Daily follow up—when students return the next morning have review sheet 2 ready for them to complete. (Appendix D)

Lesson Three: Counting Quarters, Dimes, Nickels, and Pennies (approx. 45 mins)

A. Daily Objectives

1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.

2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.

3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Count groups of mixed coins.

B. Materials

1. Chart paper
2. Bags of coins
3. Pig mats
4. Large die
5. Activity sheet (Appendix E)
6. Review sheet 3 (Appendix D)

C. Procedures/Activities

1. Have class sit in a circle, and tell them they will play a game that will help them remember how to count quarters.

2. Standing in a circle, start with one student. The first student says “25”, the next student says “50”, the next student says “75”, the next student says “a dollar” and
sits down. The next student says “25”. This continues until only one student is standing.

3. Pass out bags of coins and pig mats.
4. Ask students to sort out coins at the top of the pig mat.
5. Review value and distinguishing features of quarter, dime, nickel, and penny.
6. Remind students to “Touch and Slide” while counting, clap when changing coin types, and why this is helpful.
7. Build coins combinations the same way as the previous lesson. Start first with dimes, nickels, pennies to review. Work with various combinations of the coins before having students count with all four different types of coins.
8. After students become more comfortable counting coins, use the chart paper to record what is being built and the amount it totals. At this time review the different ways a money amount can be recorded. After a few rounds, have students record the money amount in different ways on the chart. (See Appendix E for an example of how to set this chart up).
9. Continue until children are comfortable counting quarters, dimes, nickels, and pennies.
10. Once children show acceptable competence, have the class complete the independent activity (Appendix E)
11. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
1. Teacher observes students during whole group time, helping/reteaching when necessary.
2. Play 25/50/75/$1.00 to dismiss students to their desks.
3. Completion of independent activity (Appendix E)
4. Daily follow up—when students return the next morning have review sheet 3 ready for them to complete. (Appendix D)

Lesson Four: Spill the Beans (approx. 45 mins)
A. Daily Objectives
1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.
3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Count groups of mixed coins.

B. Materials
1. Bags of coins
2. Pig mats
3. Large die
4. Class set of lima beans in film canisters (2 labeled 25¢, 3 each labeled 10, 5, 1¢)
5. 18X24 newsprint—enough for each student
6. Review sheet 4 (Appendix D)

C. Procedures/Activities
1. Begin lesson by having students play 25/50/75/$1.00 to review.
2. Pass out bags of coins and pig mats and have students sort.
3. Remind students to “Touch and Slide” while counting and clap when changing coin types and why this is helpful.
4. To review briefly, have students build different combinations of coins to practice counting again.

5. **“Spill the Beans”**
   Student spills the beans from the film canister onto his paper. He records the beans that are face up and then counts them, recording how he counts. Remind children to start with largest value. Once he has recorded and counted, he should pick the beans up and continue until he has finished all boxes.

6. Model several times for students.

7. When children are back at their desk, have them fold their paper three times. This will make eight boxes on each side. Students will do their work in these boxes. See below: Figure a shows how the paper will look folded. Figure b shows what a problem would look like in a box.

8. While students are working, walk around the classroom to assist where needed.

**D. Assessment/Evaluation**

1. Teacher observes students during whole group time, helping/reteaching when necessary.

2. Completion of “Spill the Beans”.

3. Daily follow up—when students return the next morning have review sheet 4 ready for them to complete. (Appendix D)

**Lesson Five: Face the Money**

**A. Daily Objectives**

1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.

2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.

3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Count groups of mixed coins.

**B. Materials**

1. Chart paper
2. Bags of coins
3. Pig mats
4. 18X24 newsprint—enough for each student to have one sheet
5. Review sheet 5 (Appendix D)

**C. Procedures/Activities**

1. Have students sit in a circle and play 25/50/75/$1.00 to review.
2. Pass out bags of coins and pig mats.
3. Ask students to sort out coins at the top of the pig mat.
4. Review value and distinguishing features of quarter, dime, nickel, and penny.
5. Remind students to “Touch and Slide” while counting and clap when changing coin types and why this is helpful.
7. Build coins combinations the same way as the previous lessons. Start first with dimes, nickels, pennies to review. Work with various combinations of the coins before having students count with all four different types of coins. Use the chart paper to record what is being built and the amount it totals. At this time review the different ways a money amount can be recorded.

8. “Face the Money”.
   Student will place on 2 quarters, 3 dimes, 3 nickels, and 3 pennies in their money bag. The other coins should be set aside.
   Student spill the coins out of the bag. She should record and count the coins that have landed facing up. Repeat.

9. Model several times for students.
10. Have students return to their desks and fold newsprint three times. This will give students eight boxes on each side.
11. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
1. Teacher observes students during whole group time, helping/reteaching when necessary.
2. Accurate completion of “Face the Money” job.
3. Daily follow up—when students return the next morning have review sheet 5 ready for them to complete. (Appendix D)

Lesson Six: Center Time  (approx. 45 mins)
A. Daily Objectives
1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.
3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Count groups of mixed coins.
   c. Compare money amounts using <, >, and =.

B. Materials
1. Bags of coins
2. Answer sheet-Center 1 (Appendix F)
3. Answer sheet-Center 2 (Appendix G) (Note-Because of copyright laws, the coins are not shown. Insert clip art, stamp, or place coin stickers to complete sheet.)
4. Sheet with prices for toys or food on it. (Because of copyright laws, I am unable to include mine.)
5. Pig Mat
6. Memory Cards (Appendix H) Print sets on cardstock, cut, and place in ziplock bags. (Again, because of copyright laws, I was unable to include the clipart of the coins. Insert clipart, stamps, or coin stickers.)

C. Procedures/Activities
1. Center 1-Face the Money to Win
   Students work as partners with a twist on the earlier activity. Each partner uses 2 quarters, 3 dimes, 3 nickels, and 3 pennies. Each partner spills her coins and counts on the ones that are facing up. The partners record the amount on the answer sheet and must mark <, >, or = to compare the amount.
2. Center 2-What Would You Buy?
Using the answer sheet, student counts the coins shown, and then indicates what she could buy from the list.

3. Center 3-Money Memory
   Two ways to play: Play memory the traditional way, have kids organize cards in a grid, whoever has the most pairs wins. Or, have pair of children take two sets of cards. Who ever correctly matches up his set of cards first, wins.

4. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
   1. Completion of centers 1, 2, and 3.
   2. Teacher is walking around during center time, looking for students that are need of further help.

Lesson Seven: Trade! (approx. 45 mins)

A. Daily Objectives
   1. Concept Objective(s)
      a. Identify different ways to show the same amount, including fewest possible coins.
   2. Lesson Content
      a. Show how different combinations of coins equal the same amounts of money
   3. Skill Objective(s)
      a. Identify different ways to show the same amount.
      b. Identify fewest coins possible to show a given amount.

B. Materials
   1. 1 1-6 die for each group of 3 or 4 students
   2. 1 bag of plastic coins for each group (bag should have at least 25 pennies, 15 nickels, 15 dimes, and 12 quarters)
   3. 1 pig mat for each group
   4. Review sheet 6 (Appendix D)

C. Key Vocabulary
   1. equivalent coins-different combinations of coins having the same value

D. Procedures/Activities
   1. Have class sit together on floor. Explain to them that the class is going to play a game today that will help them learn about equivalent coins.
   2. Ask the class to share some different ways to show ten cents.
   3. Lead them to see that while there are different ways to show an amount, the one people most commonly use is the way that uses the least amount of coins possible. Discuss why this would be good. (Two quarters is less to carry around than fifty pennies, etc.)
   4. Explain the rules of the Trade Game.
      a. Students work in groups of 3 or 4.
      b. In the center of the group is a pig mat with a pile of coins.
      c. Students take turns rolling the die. A student should take as many cents as the number he rolls. The goal is to get to $1.00.
      d. Students must have the least amount of coins possible-five pennies should be traded for one nickel, two nickels should be traded for one dime, etc.
      e. When a student makes a trade, he must voice to his group what he is doing. “I am trading five pennies for a nickel.”
      f. A student shows he is done with his turn by passing the die on to the next person.
g. If a trade has been overlooked, the first person to say, “Trade!” gets to take the coins, trade them in, and put the coin in his pile. Ex.: Student A has 4 pennies, rolls a 3, and adds 3 more pennies. He passes the die on without making a trade. Once he passes the die on, Student B says “Trade!” He takes five of the pennies, trades them for a nickel, and puts the nickel in his own pile.

h. Play continues until a player reaches exactly $1.00. If a player is at 98¢, he can only collect on a roll of 1 or 2.

5. Ask a student to play with you. Play back and forth with him for several rolls, so students can see the trades and the steals.

6. Tell students that you will be walking around and jumping in to steal any trades you can.

7. Put students in groups of 3 or 4 and give each group a Bag of coins, a die, and a mat. Consider ability grouping students. Otherwise, the higher students keep stealing the lower students money before they have a chance to catch on.

8. Walk around to each group and become a player. Steal any coins that have not been traded in. Students will quickly catch on. When you move to the next group, through the money back into the center pile.

9. Early finishers can play again. To challenge higher students, have them work backwards from $1.00 to 0¢.

D. Assessment/Evaluation
1. Teacher will walk around during play, observing students that have yet to grasp the concept and offering extra help.

2. Daily follow up—when students return the next morning have review sheet 6 ready for them to complete. (Appendix D)

Lesson Eight: Ways to Make a Dollar (approx. 45 mins)
A. Daily Objectives
1. Concept Objective(s)
   a. Identify different ways to show the same amount, including fewest possible coins.

2. Lesson Content
   a. Show how different combinations of coins equal the same amounts of money
   b. “Smart” by Shel Silverstein

3. Skill Objective(s)
   a. Identify different ways to show the same amount.
   b. Identify fewest coins possible to show a given amount.
   c. Identify ways to make a dollar.

B. Materials
1. Chart paper with “Smart” written on it
2. Blank sheet of chart paper
3. Copy of poem for each student
4. Pig mats
5. Bags of coins
6. Activity sheet (Appendix I)
7. Review sheet 7 (Appendix D)

C. Procedures/Activities
1. Have class sit on floor together. Display the copy of “Smart” on an easel. Have class read the poem once or twice for fun.
2. Read through the poem again, this time using the blank sheet of chart paper to record the character’s trades. Subtract to show students how much was lost at each trade.

3. Have students sit in a circle. Distribute money bags and mats.

4. Have students show ways to make a dollar. At first, only use one type of coin (4 quarters, 10 dimes). Then show students how to make “trades”. Trade one of the four quarters for five nickels. Trade another quarter for two dimes and five pennies. Discuss with class how there are many different options for showing $1.00.

5. Review with class why $1.00 and 100¢ are equal amounts.

6. Allow students to give ways to make a dollar for the class to build.

7. Working with a partner, have students record 10 ways to make a dollar (Appendix I). Partners should use their coins to build these combinations.

8. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation

1. Completion of independent activity (Appendix I)

2. Daily follow up—when students return the next morning have review sheet 7 ready for them to complete. (Appendix D)

Lesson Nine: Place Value (approx. 45 mins)

A. Daily Objectives

1. Concept Objective(s)
   a. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
   b. Identify different ways to show the same amount, including fewest possible coins.

2. Lesson Content
   a. Write amounts of money using $ and ¢ signs, and the decimal point.
   b. Show how different combinations of coins equal the same amounts of money.

3. Skill Objective(s)
   a. Record money amounts using $ sign, ¢ sign, and decimal point.
   b. Identify different ways to show the same amount.

B. Materials

1. Chart paper
2. Pig mats
3. Bags of coins
4. Activity sheet (Appendix J)
5. Decahedron dice (00-90, and 0-9) one of each for each student or deck of cards with only A-9
6. Review sheet 8 (Appendix D)

C. Procedures/Activities

1. Have class sit in a circle on the floor. Distribute mats and money.
2. Give students a two-digit number or use cards or decahedron dice to make the number. Discuss what the digits in the number mean. (Ex: 47, 4 is in the tens place, means forty, four tens, etc.)
3. Make connection to cent values as numbers with tens and ones places, build with dimes and pennies.
4. Have class continue to build numbers on their mats but only with dimes and pennies. Make a chart similar to the independent job to record what is built.
5. When students have grown competent, have class work independently.
6. Give each student the activity sheet and dice or cards.
7. Have students make the number, build it using dimes and pennies, and record what was used.
8. While students are working, walk around the classroom to assist when needed.

D. Assessment/Evaluation
1. Teacher observes students during whole group time, helping/reteaching when necessary.
2. Completion of independent activity (Appendix J)
3. Daily follow up-when students return the next morning have review sheet 8 ready for them to complete. (Appendix D)

Lesson Ten: Fewest Possible Coins (approx. 45 mins)

A. Daily Objectives
1. Concept Objective(s)
   a. Identify different ways to show the same amount, including fewest possible coins.
2. Lesson Content
   a. Show how different combinations of coins equal the same amounts of money
3. Skill Objective(s)
   a. Identify fewest coins possible to show a given amount

B. Materials
1. Pig mats
2. Bags of coins
3. Activity sheet (Appendix K)
4. Review sheet 9 (Appendix D)

C. Key Vocabulary
1. Fewest Possible Coins-Showing a given amount using the least coins possible, no possible trades

D. Procedures/Activities
1. Have class sit in a circle on the floor. Distribute mats and money.
2. Play 25/50/75/$1.00 to review.
3. Give students a two-digit number or use cards or decahedron dice to make the number. Remind students that the previous lesson, tens and ones coins were used to build the amount. Often, people want to use the fewest possible coins to show an amount. Discuss why.
4. Help class think through how many quarters to start with. Ask questions-greater than 25? Greater than 50? Greater than 75?
5. Have class continue to build amounts using the fewest possible coins. Continue to model how to determine number of quarters to begin with
6. When students have grown competent, have class work independently.
7. Give each student the activity sheet and dice or cards.
8. Have students make the number, than record only how many quarters would be needed to start building the amount.
9. While students are working, walk around the classroom to assist when needed.

E. Assessment/Evaluation
1. Teacher observes students during whole group time, helping/reteaching when necessary.
2. Completion of independent activity (Appendix K)
3. Daily follow up-when students return the next morning have review sheet 7 ready for them to complete. (Appendix D)
Lesson Eleven: More Building With the Fewest Possible Coins (approx. 35 mins)

A. Daily Objectives
   1. Concept Objective(s)
      a. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
      b. Identify different ways to show the same amount, including fewest possible coins.
   2. Lesson Content
      a. Write amounts of money using $ and ¢ signs, and the decimal point.
      b. Show how different combinations of coins equal the same amounts of money.
   3. Skill Objective(s)
      a. Identify different ways to show the same amount.
      b. Identify fewest coins possible to show a given amount.

B. Materials
   1. Pig mats
   2. Bags of coins
   3. Activity Sheet (Appendix L)
   4. Review sheet 10 (Appendix D)

C. Procedures/Activities
   1. Have class sit on floor together and distribute coins and mats. Assign each student a math buddy. Designate an A buddy and a B buddy for each pair.
   2. Review ways to show given amounts (as tens and ones, fewest possible, others).
   3. Give students an amount to be build. Buddy A should build with the fewest possible coins, Buddy B any way. Buddies should check each other.
   4. When class has finished building, have a student share how to build with the fewest possible coins. Others can share different ways to build.
   5. Continue to do this, except have buddies swap responsibility for building with the fewest possible coins each time.
   6. For independent work, have the class complete the activity sheet (Appendix K). Students should make a number (dice or cards) and show it two ways—with the fewest possible coins and a different way.
   7. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
   1. Teacher observes students during whole group time, helping/reteaching when necessary.
   2. Completion of independent activity (Appendix L)
   3. Daily follow up—when students return the next morning have review sheet 10 ready for them to complete. (Appendix D)

Lesson Twelve: Center Time (approx. 1 hour)

A. Daily Objectives
   1. Concept Objective(s)
      a. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
      b. Identify different ways to show the same amount, including fewest possible coins.
   2. Lesson Content
      a. Write amounts of money using $ and ¢ signs, and the decimal point.
b. Show how different combinations of coins equal the same amounts of money

3. Skill Objective(s)
   a. Identify different ways to show the same amount.
   b. Identify fewest coins possible to show a given amount.

B. Materials
   1. Lunch Time Signs (several pictures of food items with the price posted)
   2. Answer Sheet-Center 1 (Appendix M)
   3. 5 or 6 wooden dice labeled 1¢, 1¢, 5¢, 5¢, 10¢, and 25¢
   4. 5 or 6 100’s charts (Appendix N)
   5. 4 zip locks filled with 15 seasonal die cuts, each die cut should have a different money amount written on it.
   6. Answer Sheet-Center 3 (Appendix O)

C. Procedures/Activities
   1. Center 1-Lunch Time
      Put out several sheets out with clip art of toys and the price. Students records which item she would like to buy, the price, and show two ways to pay on the record sheet (Appendix M). Student should have access to coins to work out problems.
   2. Center 2-Race to $1.00
      Students work with a partner to reach 100 on a 100’s chart (Appendix N). Student rolls a wooden die labeled 1¢, 1¢, 5¢, 5¢, 10¢, and 25¢; and then move her place marker accordingly. Students take turns rolling and moving place marker. The first partner to reach exactly 100 wins.
   3. Center 3-Show Two Ways
      Student pulls a die cut from bag, records amount, and shows two different ways to build that amount (Appendix O). Student should have access to coins to work out problems.
   4. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
   1. Teacher observation during centers.
   2. Completion of centers.

Lesson Thirteen: Adding Amounts Less Than $1.00 (approx. 30 mins)

A. Daily Objectives
   1. Concept Objective(s)
      a. Add and subtract money amounts with and without regrouping.
   2. Lesson Content
      a. Add and subtract amounts of money
   3. Skill Objective(s)
      a. Accurately add amounts more/less than one dollar.

B. Materials
   1. Collection of odds and end (scissors, crayons, stamps, etc.), labeled with a price less than 50¢
   2. Small dry erase board and marker for each student

C. Procedures/Activities
   1. Have class sit in a circle on the floor and show them the items in your “store”.
   2. Working around the circle, tell the story: “Peyton and Jackson came to my store. Peyton bought a __________. Jackson bought a __________. How much money did they spend? Allow the student to tell class when he is buying.
3. The first time, record the amounts on your board only and model working through the problem, reminding students of rules for two digit addition.
4. Have students record the two amounts on their dry erase boards and set up as an addition problem. Solve.
5. Continue until each student has been a part of a “story”.

D. Assessment/Evaluation
1. Teacher observes students as they work and watching for places in process where errors are made.

Lesson Fourteen: Subtracting Amounts Less Than $1.00 (approx. 45 mins)
A. Daily Objectives
1. Concept Objective(s)
   a. Add and subtract money amounts with and without regrouping.
2. Lesson Content
   a. Add and subtract amounts of money
3. Skill Objective(s)
   a. Accurately subtract amounts more/less than one dollar.

B. Materials
1. Collection of candy wrappers, taped to sheet or board with price written.
2. Decahedron dice (00-90 and 0-9)
3. Small dry erase board and marker for each student

C. Procedures/Activities
1. Have class sit in a circle on the floor and show them the items in your “candy store”.
2. Working around the circle, have students roll dice and tell the story: “I had __¢.  I bought a ___________ for __¢.  How much money did I have left?  Allow the student to tell class when he is buying.
3. The first time, record the amounts on your board only and model working through the problem, reminding students of rules for two digit subtraction.
4. Have students record the two amounts on their dry erase boards and set up as an addition problem. Solve.
5. Continue until each student has been a part of a “story”.

D. Assessment/Evaluation
1. Teacher observes students as they work and watching for places in process where errors are made.

Lesson Fifteen: Adding and Subtracting Amounts Greater Than $1.00 (approx. 45 mins)
A. Daily Objectives
1. Concept Objective(s)
   a. Add and subtract money amounts with and without regrouping.
2. Lesson Content
   a. Add and subtract amounts of money
3. Skill Objective(s)
   a. Accurately add amounts more/less than one dollar.
   b. Accurately subtract amounts more/less than one dollar.

B. Materials
1. Loose leaf paper

C. Procedures/Activities
1. Review with class the parts to addition and subtraction word problems. Addition: 1 part put together with another part. Question asks how many in all? Subtraction: 1 whole with a part taken away. How many left? or
1 whole compared to 1 whole. How many more?

2. Discuss different types of addition and subtraction word problems that could be written. What could they be about?

3. Divide class into two groups and assign each student a partner. Have partners in group one write addition word problems (amount great than $1.00). Have partners in group two write subtraction word problems (amount great than $1.00).

4. As students bring the problems for you to review type on computer. Print and copy a class set when all problems have been turned in.

5. Review format for how to write dollars and cents and rules for adding and subtracting three digit numbers.

6. Have class solve problems. Review.

7. While students are working, walk around the classroom to assist where needed.

D. Assessment/Evaluation
1. Accurately completing independent activity.

Lesson Sixteen: Pigs Will Be Pigs

A. Daily Objectives
1. Concept Objective(s)
   a. Recognize the value of penny, nickel, dime, quarter, and dollar.
   b. Count and write the value of amounts of money up to $1.00 using ¢, $, and decimal point.
   c. Count mixed collections of coins.
   d. Add and subtract money amounts with and without regrouping.

2. Lesson Content
   a. Recognize relative values of a penny, nickel, dime, quarter, and dollar.
   b. Write amounts of money using $ and ¢ signs, and the decimal point.
   c. Add and subtract amounts of money

3. Skill Objective(s)
   a. Identify coins (penny/nickel/dime/quarter) and their value.
   b. Record money amounts using $ sign, ¢ sign, and decimal point.
   c. Count groups of mixed coins.
   d. Accurately add amounts more/less than one dollar.
   e. Accurately subtract amounts more/less than one dollar.

B. Materials
1. Pigs Will Be Pigs by Amy Axelrod
2. Class set of calculators
3. Overhead calculator
4. Record sheet (Appendix P)

C. Procedures/Activities
1. Earlier in the day read the book Pigs Will Be Pigs for fun. Read again, but this time have students follow along with calculator and record sheet (Appendix P). Teacher should use overhead calculator.

D. Assessment/Evaluation
1. Teacher observes students as they work and watching for places in process where errors are made.

VI. CULMINATING ACTIVITY
A. Money Carnival-Students use the money they earned throughout the unit. Students work at the booths for one half of the time and play for another half. This can be done with another class. One class works first, while the other class plays. Then they switch.
each booth a different cost (a 5’s or 10’s number). When playing, students must pay at each booth with exact change. They can make trades for necessary coins at the bank. See Appendix A for the letter sent home to room mothers about coordinating the carnival. See Appendix B for a list of booth suggestions and items needed for each booth. If more than one class is working together, assign responsibility for each booth to a specific class.

VII. HANDOUTS/WORKSHEETS
Appendix A: Letter to parents for coins; B: Letter to room mothers and carnival organization information; C: Pig mat; D: Daily Review; E: Counting q/d/n/p; F: Face the Money to Win; G: What Would You Buy?; H: Money Memory Cards; I: 10 Ways to Make a Dollar; J: Place Value; K: How Many Quarters?; L: Show 2 Ways; M: Toy Shop; N: 100’s chart; O: Show 2 Ways; P: Pigs Will Be Pigs record sheet

A. Professional Books

B. Literature

C. Web Resources
Dear parents,

When we return to school following the Christmas holidays, the class will begin studying money. On Tuesday, January 4, we are asking that you send a zip lock bag with the following coins:

- 4 quarters
- 10 dimes
- 10 nickels
- 10 pennies

Why?
Your child will use this money to count coins, practice making change, building amounts of money different ways, and more. Using real coins makes this experience more meaningful, as plastic money is often the incorrect shape, feel, etc. The money will be returned at the end of the unit and is kept locked up when not in use.

Thanks,
Megan Favre
Dear Room Moms,

Our money carnival will be Wednesday, January 19, at 10:00 in the parish hall. Attached is the list of items needed for the money carnival. Some items will be provided by the teachers and others by room moms in another class. The items we need you to organize are highlighted. If you need us to put a note in the newsletter or send a letter home requesting help, please let us know. Anything to make this easier on you! Each booth that our class is responsible for needs a parent to supervise it. Please let volunteers know what booth they will be working and ask them to arrive about 15 minutes before the carnival begins to help set up. We will have all the signs with prices to post on the day of the carnival. The list of room mothers for the other class is written below in case you want to contact them during your organizing efforts. Thank you so much for helping with this! It provides a meaningful, real life experience for students to practice their money knowledge.

Sincerely,

Megan Favre
Appendix B
Dollars and Sense

Money Carnival

Bank 1
coins, calculator

Bank 2
coins, calculator

Bank 3
coins, calculator

Toy Store
toys/trinkets (old McDonald's toys are perfect) divided into two price categories

Popcorn Stand
large bags of pre-popped popcorn, zip lock bags to put them in

Sweet Shop
individually wrapped candies, sorted into two different price categories
Appendix B
Dollars and Sense

Cold Drink Stand
3 liter drinks, cups, ice

_____________________

Trampoline Booth
small jogging trampoline
timer

_____________________

Beanbag Toss
bean bags
target
stickers for prizes

_____________________

Target Practice
target
plastic darts
stickers for prizes

_____________________

Shoot Out
over the door basketball goal with ball
stickers for prizes

_____________________

Tattoo Parlor
rub on tattoo
wet sponge
### Review 1

**DIRECTIONS:** Write the value of each coin two different ways.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
</tbody>
</table>

### Review 2

**DIRECTIONS:** Count the coins. Write the value two different ways.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.____</td>
</tr>
</tbody>
</table>

---

(name: _________________)

---
Appendix D
Dollars and Sense

Review 3

name: _________________

**DIRECTIONS:** Count the coins. Write the value two different ways.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
</tbody>
</table>

Review 4

name: _________________

**DIRECTIONS:** Count the coins. Write the value two different ways.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
<tr>
<td>_____¢</td>
<td>$0.___</td>
</tr>
</tbody>
</table>
Appendix D
Dollars and Sense

**Review 5**

**DIRECTIONS:** Count the coins. Write the value two different ways.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>___¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>___¢</td>
<td>$0.____</td>
</tr>
<tr>
<td>___¢</td>
<td>$0.____</td>
</tr>
</tbody>
</table>

**Review 6**

**DIRECTIONS:** Count the coins. What could you trade them for?

<table>
<thead>
<tr>
<th>Trade</th>
<th>For a:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review 7
name: ___________________

**DIRECTIONS:** Show 4 ways to make $1.00.

<table>
<thead>
<tr>
<th>$1.00</th>
<th>$1.00</th>
<th>$1.00</th>
<th>$1.00</th>
</tr>
</thead>
</table>

Review 8
name: ___________________

**DIRECTIONS:** Think about 10’s and 1’s. Write how many dimes and pennies you would need to show each amount.

<table>
<thead>
<tr>
<th>You Have:</th>
<th>How many dimes?</th>
<th>How many pennies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>42¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87¢</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Review 9

**DIRECTIONS:** Show each amount using the fewest possible coins.

<table>
<thead>
<tr>
<th>17¢</th>
<th>26¢</th>
</tr>
</thead>
<tbody>
<tr>
<td>79¢</td>
<td>45¢</td>
</tr>
<tr>
<td>33¢</td>
<td>63¢</td>
</tr>
</tbody>
</table>

### Review 10

**DIRECTIONS:** Show each amount two different ways.

<table>
<thead>
<tr>
<th></th>
<th>Fewest Possible Coins</th>
<th>A Different Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>28¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76¢</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix E**

**Dollars and Sense**

name: __________________

**DIRECTIONS:** Build the coins on your mat. Count and record the amount.

<table>
<thead>
<tr>
<th>q</th>
<th>d</th>
<th>n</th>
<th>p</th>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>____¢</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>____¢</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>$0.____</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>____¢</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>____¢</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>$0.____</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>____¢</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>$0.____</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>____¢</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>$0.____</td>
</tr>
</tbody>
</table>
**Face the Money—To Win!**

**DIRECTIONS:** Each partner should spill their money. Count the coins that are face up. Record how much you have. Then use <, >, or = to compare the numbers.

What's in the bag? 2 quarters, 3 dimes, 3 nickels, 3 pennies

<table>
<thead>
<tr>
<th>Buddy 1</th>
<th>&lt;,&gt;, or =</th>
<th>Buddy 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
name: ____________________

**DIRECTIONS:** Count the coins and record the amount. Look at the toys and write two items you could buy if you had that much money.

<table>
<thead>
<tr>
<th>You have</th>
<th>You could buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
<tr>
<td>0¢</td>
<td>___________ or ___________</td>
</tr>
</tbody>
</table>
## Appendix H
### Dollars and Sense

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>72¢</td>
<td></td>
</tr>
<tr>
<td>24¢</td>
<td></td>
</tr>
<tr>
<td>32¢</td>
<td></td>
</tr>
<tr>
<td>57¢</td>
<td></td>
</tr>
<tr>
<td>61¢</td>
<td></td>
</tr>
<tr>
<td>13¢</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>9¢</td>
<td></td>
</tr>
<tr>
<td>49¢</td>
<td></td>
</tr>
<tr>
<td>80¢</td>
<td></td>
</tr>
<tr>
<td>16¢</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I
Dollars and Sense

name: ______________

**DIRECTIONS**: Work with your partner to find 10 different ways to make $1.00. Draw the coins to show how you made $1.00.

<table>
<thead>
<tr>
<th></th>
<th>$1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J
Dollars and Sense

name: _______________________

<table>
<thead>
<tr>
<th>amount</th>
<th>How many dimes?</th>
<th>How many pennies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K
Dollars and Sense

name: ____________________

<table>
<thead>
<tr>
<th>amount</th>
<th>How many quarters to start?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>amount</th>
<th>How many quarters to start?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix L
Dollars and Sense

name: __________________________

**DIRECTIONS:** Show each amount two ways. Use your coins to try it out!

1. Fewest possible coins  
2. Any way

<table>
<thead>
<tr>
<th>Amount</th>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lunch Time!**

**DIRECTIONS:** Write down what you would like to buy and how much it costs. Then show how you could pay two different ways. Use your coins to try it out!

1. **Fewest possible coins**
2. **Any way**

<table>
<thead>
<tr>
<th>What will you buy?</th>
<th>quarters</th>
<th>dimes</th>
<th>nickels</th>
<th>pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

name: ___________________
## Appendix N
### Dollars and Sense

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

**DIRECTIONS**: Pull a money amount from the bag. Then show how you could pay two different ways. Use your coins to try it out!

1. **Fewest possible coins**
2. **Any way**

<table>
<thead>
<tr>
<th>Amount</th>
<th>quarters</th>
<th>dimes</th>
<th>nickels</th>
<th>pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix P
Dollars and Sense

name: __________________________

**Pigs Will Be Pigs!**

<table>
<thead>
<tr>
<th>Where was the money found?</th>
<th>What was found?</th>
<th>Amount Found</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much did the pigs have when they went out to eat? __________
### Unit at a Glance

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1</td>
<td>Introduce earning money, Recognizing coins, 2 ways to write: 25¢ or $0.25</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2</td>
<td>Counting dimes/nickels/pennies</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3</td>
<td>Counting quarters/dimes/nickels/pennies</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4</td>
<td>Continue</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 5, Lesson 6 (centers)</td>
<td>Review</td>
</tr>
<tr>
<td>6</td>
<td>Lesson 7</td>
<td>Equivalent coins; fewest possible coins</td>
</tr>
<tr>
<td>7</td>
<td>Lesson 8</td>
<td>Ways to make $1.00</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 9</td>
<td>Place value with dimes and pennies</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 10</td>
<td>Fewest possible coins</td>
</tr>
<tr>
<td>10</td>
<td>Lesson 11, Lesson 12 (centers)</td>
<td>Review</td>
</tr>
<tr>
<td>11</td>
<td>Lesson 13</td>
<td>Adding amounts less than $1.00</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 14</td>
<td>Subtracting amounts less than $1.00</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 15</td>
<td>Adding and subtracting amounts greater than $1.00</td>
</tr>
<tr>
<td>14</td>
<td>Lesson 16</td>
<td><em>Pigs Will Be Pigs</em></td>
</tr>
<tr>
<td>15</td>
<td>Culminating Activity-Money Carnival</td>
<td>Real World Skills</td>
</tr>
</tbody>
</table>