

Money Hands-On Kit

Designed to meet these objectives:

Math

- Students will recognize values of coins and bills up to \$100.00.
- Students will use different combinations of coins and bills to create equivalent amounts of money.
- Students will count money and perform simple operations using coins and bills.
- Students will use decimal notation and appropriate dollar or cent symbols to represent amounts of money.

With this comprehensive kit, it's easy to demonstrate money concepts on your overhead projector—while students follow along at their desks! The kit includes overhead materials designed to help you teach students about money, plus individual sets of coordinated student materials that provide interactive, hands-on learning for up to 20 students. Plus, this guide includes reproducible activity mats and detailed instructions for using them—everything you need to create exciting hands-on activities in your classroom!

What's Included

- 1 set of overhead materials, including bills up to \$100 and coins up to 50¢ (both heads and tails)
- 20 student pouches filled with coordinated paper and plastic school money
- 4 reproducible activity mats (in this guide)
- Sturdy storage box



WARNING:

CHOKING HAZARD — Small parts.
Not for children under 3 yrs.

Introducing Money

Begin by reviewing the values of coins and bills with your students. Place the front and back sides of a coin, such as a nickel, on the overhead projector, and ask if anyone can identify it. What is this coin called? How much is it worth? Prompt students to find a nickel in their coin sets and hold it up for you to see. Repeat with the remaining coins and bills.

When students can confidently identify coins and their values, check their understanding by asking, "How many pennies does it take to equal 1 nickel?" or "How many quarters equal 1 dollar?" Have students use their coins and bills to work out the answer, then invite a volunteer to demonstrate the solution on the overhead projector.

Using the Reproducibles

The reproducibles can be used as workmats for many different activities. Try some of the suggestions below! (When you photocopy a reproducible for your students, we suggest you make another photocopy on a sheet of acetate. You can use this to demonstrate the activity on your overhead projector.)

Piggy Banks

Place several coins on one of the piggy banks, such as a quarter, a dime and a nickel. Have students find the same coins and place them on one of the piggy banks on their mats. Say, "How much money do we have here? Let's count it and find out." Explain that when counting money, it is usually best to start with the highest-value coins. Then, point to the coins one at a time as you count, "25 cents, plus 10 is 35 cents, plus 5 is 40 cents." Use an erasable overhead marker to write the amount below the piggy bank. Repeat with other examples, having volunteers help you count the money and write the amounts.

As students gain skill, direct them to put a different amount of coins in each of the banks, then count and compare the totals. Then, challenge advanced learners to make both banks equal by adding or removing coins from one of them.

Cash Register

Invite students to place several coins in the drawer. Then, have them group the coins into the bags, placing pennies in one bag, nickels in another and so on. Ask, "How much money is in each bag?" Prompt students to count the coins and multiply to find each amount. For example: "We have 4 nickels. Nickels are 5¢ each. How much is 4 times 5¢?" Write the amounts in the bags. Then ask, "How much money do you have altogether?" Have them add the amounts from each bag and write the total in the cash register window.

Repeat with other sets of coins. When children are ready for something more difficult, try this: Place one quarter, two dimes and two pennies in the drawer and ask, "Can we use these coins to make 31¢? If not, what other coins do we need?"

What's In The Wallet?

Write an amount of money, such as \$1.20, in the space at the bottom of the page. Instruct children to place coins and bills in one wallet to equal exactly that amount. Then, have them use a different set of coins to equal the same amount in another wallet. Can they find 4 different ways to make \$1.20? (For example, 4 quarters and 4 nickels, 12 dimes and so on.)

Repeat with other target amounts. To increase the difficulty, challenge students to match the target amount without using specific coins, such as quarters or dimes. Or, have a contest to see who can use the fewest coins to make the target amount.

Money In The Bank

Use the "deposit slip" to practice adding larger amounts of money. Have students imagine that they earned money by doing chores. One day, they earned one dollar. On another day, they earned two dollars, and on a third day, they received a five-dollar bill. For a birthday gift, they received \$10.00. (As you announce each amount, have students count out the money from their pouches.) Now, they are going to deposit their money into the bank. How much will their deposit be?

Model how to fill out the deposit slip by counting each type of bill and writing the amounts in the blanks. Then, add the numbers to get a grand total. How much is the deposit altogether? (\$18.00)