

- www.harcourtschool.com/glossary/math_advantage/index.html
This multimedia math glossary offers illustrations and definitions for many mathematical concepts, individualized for grades 1 through 8.
- www.usmint.gov/kids
This site, sponsored by the United States Mint, provides a wealth of information about United States currency. Students can play money-related games, watch cartoons about the birth of coins and currency in other countries, and time travel to learn more about money over the history of the United States.

Suggested Print Resources

- Murphy, Stewart J. *The Penny Pot*. HarperCollins, New York, NY; 1998. This fictional story tells about a child who counts coins until she has enough to pay for getting her face painted.
- Schwartz, David M. *If You Made a Million*. Lothrop, Lee & Shepard Books, New York, NY; 1989.
- Williams, Rozanne Lanczak. *The Coin Counting Book*. Charlesbridge, Watertown, MA; 2001.



Money

Grades K–4

We use math in everything we do, from catching a movie at the local theater to shopping at the grocery store! Because math is an important aspect of our everyday lives, it's crucial that students are fluent in mathematical thinking and communicating. In our ever-changing world, it's not enough for students to be able to perform calculations. Students need to be challenged to solve problems in creative ways, using various approaches. Enhancing students' mathematical understanding can help to unlock the secrets of the world around them.

TEACHER'S GUIDE

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TITLES

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|-----------------------|-----------------------------|------------------|
| • Addition | • Gathering & Graphing Data | • Multiplication |
| • Decimals & Percents | • Geometry | • Number Sense |
| • Division | • Measurement | • Subtraction |
| • Fractions | • Money | • Telling Time |
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Teacher's Guides Included
and Available Online at:

800-843-3620



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Executive Producer: Andrew Schlessinger

Program produced and directed by Stone House Productions, LLC

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Introduction

Whether you're paying for lunch in the cafeteria or saving up to buy something new at the bookstore, you need to understand how money works! The first step in using money effectively is to know the value of the coins and bills of United States currency. Students can then gain strategies for counting money and making change quickly and efficiently. Students' enhanced money sense would not be complete without obtaining skills for adding, subtracting, multiplying and dividing money amounts. You can buy, sell and save with ease when you understand money!

Vocabulary

penny — A coin worth one cent.

nickel — A coin worth five cents.

dime — A coin worth ten cents.

quarter — A coin worth twenty-five cents.

half-dollar — A coin worth fifty cents.

dollar — A bill worth one hundred cents.

decimal point — The mark that separates the dollars and the cents when writing money amounts.

Pre-viewing Discussion

- Brainstorm a list of all of the money denominations with which students are familiar. Which coin is worth the most? The least? Which is the biggest bill? How about the smallest?
- Discuss with students what they do with money. How do they spend money? How do they earn it? Do they save any? Where do they save it?
- Encourage students to think about what life might be like without money. Brainstorm a list of activities that could not be accomplished without money. What might people use instead of money, if they didn't have bills and coins?

Follow-up Discussion

- Display several coins for the class to see, and ask for different approaches to counting the money. How many strategies for totaling the money amount can students present? Why are different strategies for counting money helpful?
- Encourage students to think about why it is important to be accurate when counting money. Have students present situations in which a slight error when counting money might be very significant. Can they think of situations when it's okay to estimate with money?
- Discuss with students the strategies they use when they make purchases. How do they determine their total cost? How do they figure out what bills and coins to use to pay? How do they find out if they received the correct amount of change?

Follow-up Activities

- You can certainly learn a lot about money by seeing what happens at a bank! Take a class field trip to a local bank, or invite a bank teller to your class for a visit. See www.kidsbank.com/index.asp for a good introduction to banking for students, prior to the class visit.
- Bring in old product containers (e.g., empty cereal boxes, detergent bottles) and create a class store. Label objects with prices, and let students take turns shopping and being the cashier, using play or manipulative money.
- Share "Smart" from *Where the Sidewalk Ends* by Shel Silverstein (Harper and Row, 1974) with your class. (See www.sln.org/pieces/knox/smart.pdf for an online version of the poem.) Encourage students to discuss what's wrong with the main character's thinking about money. Using play or manipulative money, encourage pairs of students to act out accurate swaps.
- Bring in a variety of take-out menus for your students. Give them a limit for how much they can spend, and ask them to determine what they would be able to order with that amount. Students can also make their own menus and swap with partners to extend the activity.
- Share *Money, Money, Money: The Meaning of the Art and Symbols on United States Paper Currency* (HarperCollins Publishers, 1995) by Nancy Winslow Parker with your students. Encourage students to design a new bill to be added to U.S. currency. In a presentation to the class, students can discuss the choices they made for the art and symbols on their bills.
- Let students know that you have a given amount in your pocket (e.g., 35 cents). In pairs, they can record all of the possible combinations for that amount (e.g., a quarter and dime, three dimes and five pennies, etc.). Let students take turns putting a certain money amount in their pockets, and having their fellow students generate the possible combinations.
- Cut out coupons from your local paper and divide them into groups. Students can figure out how much the total savings of the group of coupons would be. Encourage students to share their strategies for how they arrived at their answers. To extend the activity, figure out the total savings on double or triple coupon day.
- Share *Owen Foote, Money Man* (Clarion Books, 2000) by Stephanie Greene, and discuss Owen's plans for raising money. Encourage students to generate their own money-making plans to share with the class. Which plan seems the most creative? The most practical? The most profitable?

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- mathforum.org/
"Math Forum," sponsored by Drexel University, contains a wealth of information about math for students and teachers. Students can tackle the "Problem of the Week," or send a question to Dr. Math. Teachers can find lots of helpful resources for teaching math, including lesson plans.

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