

# **MATHEMATICS:**


## **MONEY**



**NOTE:**

*When making the coin cue cards for the money section of this module, use the back side of the coins (not the head side). If the back side of the coin is used, it will correspond to the language and cues used in the instructional activities.*

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
1. Student will construct \$0.50 using 5 dimes and/or 2 quarters.	1. Present the students with the money cue card for fifty cents [.50]. Cue: "No dollars, five dimes."  2. Provide the students with a collection of coins and instruct them to "get five dimes". Review the concept of "Make a picture of Five" and have the students make the pattern: $\begin{pmatrix} \cdot & \cdot \\ \cdot \\ \cdot & \cdot \end{pmatrix}$
RESOURCES/MATERIALS	Place the pattern under the numeral 5. Have the students practice with the money cue cards for fifty to fifty-nine cents [.50] - [.59].
Quarters <b>Refer to Teaching Aids:</b> Money cue cards Coin stamp cue cards	3. Say to the students "This is a lot of work. Let's do it a faster way." Pick up a quarter with one hand and Say "Bird". Put the quarters side by side.  
	Cue: "Two birds make five dimes." Have the students pattern two quarters to make five dimes. Allow the students to practice with money cue cards for fifty to fifty-nine cents [.50] - [.59].
	4. Provide mixed practice, for one cent through fifty-nine cents [.01] - [.59]. Question the students: "Do you need birds?" Reinforce the concept.
	5. Use vending machines which require fifty cents to emphasize the concept.


M-1



T.E.K.S. 111.2 (2.3)

Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
2. Student will construct money to \$0.99.	1. Following mastery of the concepts to \$.59, introduce the money cue cards for [60¢] – [69¢]. Ask the students to sequence the cards. Check the sequence by cueing: “No dollars, six dimes and none,” “No dollars, six dimes and one. That’s 61,” etc.  2. Provide the students with a collection of coins and the money cue card for sixty cents [.60]. Cue: “No dollars, six dimes, use the birds.” Demonstrate placing two quarters under the 6, on the money cue card. Take the index finger and circle the two quarters and “five”. Point to the empty space below quarters, and cue: “Who goes here to say six dimes?” Demonstrate by placing the dime under the quarters.
<p>-----</p> <p>RESOURCES/MATERIALS</p> <p>-----</p> <p>Quarters Dimes Nickels Pennies</p> <p><b>Refer to Teaching Aids:</b> Money cue cards</p>	<p style="text-align: center;"><b>.60</b></p> <p style="text-align: center;"></p> <p>Circle the quarters with the index finger and count “Five”. Point to the dime and count “six”.</p> <p>3. Present the money cue card for [.61]. Cue verbally: “no dollars, six dimes, and one; that’s 61.” Pattern the money amounts.</p> <p>4. Continue this procedure through [99¢]. Follow with mixed practice.</p> <p>5. Remove the dimes from the collection and instruct the students to “Make a dime” when needed. Remove the quarters and instruct the students to “Make 5 dimes”, etc. If the learning is tentative, skip this step until later.</p>



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
3. Student will figure the affordability of an item that is priced under \$1.00, with various money amounts (\$0.01-\$0.99).	Refer to Elementary Money (Figures affordability of items under \$0.10).  1. Present the students with money, number line, cue card “<<<NO>>>YES”, and an item with the price displayed.  2. Follow previously trained procedures.

RESOURCES/MATERIALS

Money amounts \$.01 to \$.99  
Number line 1-9  
Items with price tags  
**Refer to Teaching Aids:**  
Cue card: <<<NO  
>>>YES



T.E.K.S. 11116 (4.1) Number, operation and quantitative reasoning. The student uses place values to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
4. Student will determine the affordability of an item priced under \$2.00, with varying money amounts (\$0.01-\$4.99)	Refer to Elementary Money (Figures affordability of items under \$0.10). 1. Present the students with money, number line, and cue card “<<<NO>>>YES”. 2. Have the students count the money, write the total or enter the amount in a calculator. 3. Present items priced \$.01-\$4.99, and have the students copy the price above their personal money amounts or push the minus sign on a calculator and enter the price.
<hr/> <b>RESOURCES.MATERIALS</b> <hr/> Money amounts \$.01 to \$4.99 Number line 1-9 Items with price tags <b>Refer to Teaching Aids:</b> Cue card: <<<NO >>>YES	4. Cue: “Look at the dollars. If they are the same, cross cross them out. If they are different, you can use them.” Have the students use a number line. Continue cueing until two different numerals are present. 5. Continue with previously trained procedures.



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
5. Student will construct money to \$4.99.	1. Provide the students with the money cue cards for [1.01] through [1.99], arranged in a random order. Tell the students to look at the first card.  a. Have them pattern the first card. Cue: "One dollar. Find one dollar." Tell the students to put the one dollar bill under the numeral "1" on the money cue card.  b. If a student picks up a five-dollar or a ten dollar bill, point to the numeral printed on the bill and point to the numeral "1" printed on the money cue card. Shake your head and cue: "No, you don't need \$5.00/\$10.00."  c. Now, cue: "How many dimes?" Wait for the students to pattern the dimes. If appropriate, cue: "Get the birds" and then wait for the Students to pattern the dimes.  d. After all the dimes are positioned, cue: "How many leftovers?" When the students respond, cue: "Make a picture of #."  2. Check each student's work by touching the money presented and saying: "One dollar, (#) dimes and (#). Yes, that's \$1.##."  3. During community based instruction, emphasize this process by using the cash register as a money cue card.

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RESOURCES/MATERIALS  
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Standard money container  
**Refer to Teaching Aids:**  
Money cue cards

NOTE:

*McDonald's counter-type registers provide an excellent training environment.*



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES				
6. Student will read and select price tags under \$5.00.	Refer to Elementary Money (Selects price tags under \$1.00) 1. Present the students with Numeration Worksheet A containing (.00) – (.99), which has been adapted to include a side strip of colored paper marked <table border="1" data-bbox="896 630 1010 781"><tr><td>4.</td></tr><tr><td>3.</td></tr><tr><td>2.</td></tr><tr><td>1.</td></tr></table>	4.	3.	2.	1.
4.					
3.					
2.					
1.					
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> <p>Strip of colored paper Standard money container Price tags Newspaper advertisements <b>Refer to Teaching Aids:</b> Money cue cards Money Numeration Sheet</p>	2. Present the money cue cards in amounts to [4.99] and instruct the students to practice pointing to the dollar amount on the side strip of the Numeration Sheet. Upon mastery, have the students point to the dollar amounts on the side and then to the cent amounts. 3. Have the students sort price tags into two groups, designating those included “on the sheet” and those “not on the sheet”. 4. Have the students “cut out” items from newspaper advertisements which are “less than \$5.00” and are included on the Numeration Sheet. 5. Have the students make a collage of newspaper advertisements with prices under \$5.00. 6. During community based instruction, have the students locate price tags “under five dollars”. 7. Present money cue cards [.01]-[4.99] and advertisements. Have the students read the amount and communicated in the most appropriate manner.				



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

NOTE:

*It is obvious that the second step, "finding cents", is unnecessary, but is included to provide continuity of instruction. Therefore, the dollar strip may be removed and used alone, or only used with money Numeration Sheet designating \$4.00 - \$4.99 for tax situations. It is also noted that the ability to match single digit (dollar amount) numerals may precede the students' abilities to match 2 digit (cent amount) numerals and that use of a \$5.00 bill when students must select appropriate items may therefore be an easier objective than use of a \$1.00 bill.*



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
7. Student will use a five dollar bill to purchase items of \$5.00	Refer to Middle School Money (Selecting price tags under \$5.00) and Elementary Money (Using a one-dollar bill)  1. During community based instruction, the student should have \$5.00 to spend. Instruct them to locate an item “under \$5.00” and “on the Money Numeration Sheet”.  2. Add tax, if appropriate, using a calculator and say: “Yes, you can buy that”, or “No, you can’t buy that because of tax.”
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> \$5.00 bill Calculator <b>Refer to Teaching Aids:</b> Money Numeration Sheet	3. If a situation is predetermined to include tax, (restaurant, clothing, etc.), give the students an additional Money Numeration Sheet containing \$4.00 - \$4.99 with inappropriate prices crossed out.



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
8. Student will compute the total for the purchase of two items priced under \$10.00.	Refer to Elementary Money (Entering prices in a calculator) and Elementary Money (Writes cash amounts).  1. Display containers of several items found at one location (Big Mac, French Fries, and Coke). Prices should be attached. Say: "I bought a Big Mac and a Coke. How much does it cost?" Cue: "Use your calculator. First, how much is a Big Mac? Students should respond. Point to and verbally read the price. Say: "Put it in your calculator and remember to push the dot." Check answers and say: " <u>And</u> a Coke. The person is going to put my Big Mac and my Coke on the tray-TOGETHER. What happens when we put things together?" Lead the chant: "When we put things together, we add. When we add, we use a plus sign." Cue: "Push the plus sign. How much is a Coke?" Students should respond, point to and verbally read the price. Cue: "Did I say any dollars? No dollars-push zero, dot 0.### (price of the Coke). How much all together? Get an answer; push equal."
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
<u>Menu Math</u> Remedia <u>Grocery Store Math</u> Remedia Fast food containers	

NOTE:

*Determine whether tax (refer to High School Money) should be introduced at this phase of instruction. If not, say: "Calculator says \$#.###, but the cashier will ask for more because of tax." This explanation should also be provided during community based instruction when the cash register total is greater than the calculator total.*

2. Have the students practice during community based instruction.
3. Provide worksheets for the students to complete and check.
4. Students should practice daily during Word Problem instruction (refer to Middle School Computation/Word Problems).



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
9. Student will count dimes, nickels and pennies to \$0.99.	<ol style="list-style-type: none"><li>1. Give the students coins, excluding quarters, to equal less than one dollar. Cue: "Make dimes."</li><li>2. Instruct the students to line up dimes, nickel/nickel, nickel/5 pennies, and or 5 pennies/5 pennies vertically. Ask: "Any more dimes?" Have the students check and respond negatively. Cue: "These are leftovers." Demonstrate positioning coins less than 10¢ in a pattern to the right of the dimes.</li><li>3. Demonstrate pointing to the dimes or dime combinations and counting each unit as "dimes". Circle leftovers and say: "And #, that's ____." Example: "9 dimes and 9, that's \$.99".</li></ol>

RESOURCES/MATERIALS

- Dimes
- Nickels
- Pennies
- Calculator

NOTE:

*Nonverbal students or those who can not process the pattern "\_\_\_ dimes and \_\_\_, that's \_\_\_" can use a calculator by entering "No dollars-zero, dot, number of dimes, number of leftovers." Another option is to have the students write the number of dimes, number of leftovers and read the answer.*



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
10. Student will recognize a half-dollar, understand that it is \$0.50 and can replace two quarters or five dimes.	<ol style="list-style-type: none"><li>1. Provide the students with a container of coins. Tell the students to sort coins into five groups (nickels, pennies, etc.).</li><li>2. Use an enlarged half-dollar and demonstrate the characteristics and attributes of the coin. Emphasize the size of the half-dollar and the “<u>Big Bird</u>” on the back.</li><li>3. Remove quarters from the students’ money containers. Cue: “Need two birds, use the <u>Big Bird</u>.” Have the students practice. Check their work by circling the index finger around the half-dollar and saying: “Five dimes”.</li></ol>

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RESOURCES/MATERIALS  
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Standard money container  
**Refer to Teaching Aids:**  
Enlarged half-dollar



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
11. Student will count quarters, dimes, nickels and pennies to \$0.99, when quarters, if used, always equal \$0.50.	<p><u>NOTE:</u></p> <p><i>At this time, it is determined that quarters, when used, will always be presented in combinations of two.</i></p> <ol style="list-style-type: none"><li>1. Provide the students with coins which will equal less than one dollar.</li><li>2. Instruct the students to pattern using the following procedure:<ol style="list-style-type: none"><li>a. Cue: "Make dimes. Find the birds (quarters)." Have the students locate and place, in the dime's column, the quarters, if any. Cue, if appropriate: "Five dimes—any more?"</li><li>b. If there are no quarters, cue: "No birds? Make dimes." Instruct the students to locate and place the dimes in the dime's column. Prompt the students with cues ("Nickel-nickel, pinch", "No nickels? Make one". etc.)</li><li>c. When all the dimes are made, cue: "No more dimes? These are leftovers." Push the leftovers to the right of the dimes and cue: "Make a picture." The students should make a number picture with the leftovers. Demonstrate if necessary.</li></ol></li><li>3. After the pattern is complete, instruct the students to "Count".<ol style="list-style-type: none"><li>a. Tell the students to point to and touch the dimes. Count by circling the index finger over two quarters and saying "Five dimes". Have them move their index finger horizontally over any combinations of nickel/nickel, nickel/pennies and/or pennies/pennies.</li></ol></li></ol>
RESOURCES/MATERIALS	
Standard money containers	

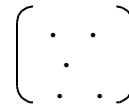


AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Students who “lose their place” counting a row of dimes and/or dime combinations, might benefit from counting to five, regrouping into a picture of five




and then counting “six, seven, eight”, as appropriate.

- c. Have the students add dimes and state or count leftovers.



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
12. Student will count dollar bills, dimes, nickels and pennies to \$4.99, when coins total less than \$1.00.	1. Provide the students with a construction paper workmat divided into two sections.  Say: "Line says dollar".
RESOURCES/MATERIALS	
Construction paper workmat Standard money container	2. Present each student with a one-dollar bill and say, "Put it where the dollars go", while pointing to the left side of the mat. a. Ask: "How much money?" Point to the bill, count "one". Touch the line and say: "No dimes, no leftovers. Just one dollar." b. Ask again: "How much money?" Have the students respond verbally, write 1, enter 1, in a calculator, or point to the numeral one and the dollar sign on a communication board. c. Have the students practice using 1 to 4 one-dollar bills. 3. Give each student a dollar bill, dimes, nickels and pennies. Cue: "Put the dollar where it goes." Cue dimes and leftovers. Refer to Middle School Money (Counting dimes, nickel and pennies to \$0.99). 4. Ask: "How much money?" Point to dollars, then dimes, then leftovers. If needed, verbally prompt. Students should provide an answer. 5. Present various combinations of money equaling \$1.00 - \$4.99 and have the students practice. 6. Provide mixed practice by including amounts less than 1 dollar. Cue: "No dollar, just dimes and leftovers" while circling the index finger over the empty box.



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
13. Student will count dollar bills quarters, dimes, nickels and pennies to \$4.99, when change equals less than \$1.00 and quarters always equal \$0.50.	Refer to Middle School Money (Counting \$1.00, 10¢, 5¢ and 1¢ to \$4.99)  1. Follow established training, cueing “Find the birds” after dollars are in position. Students should locate quarters and position them appropriately.  2. Continue cueing as needed.

NOTE:

RESOURCES/MATERIALS

*Begin to couple the cue: “Find the birds” with the name “quarter” in order to eventually extinguish the term “birds”.*

Standard money container  
Calculator



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
14. Student will count dollar bills, half dollar, dimes, nickels and pennies to \$4.99, with change equaling less than \$1.00.	Refer to Middle School Money (Counting \$1.00, 10¢, 5¢, and 1¢ to \$4.99)  1. Follow established routine. After dollars are in position, cue: "Find <u>Big</u> Bird, put it in the <u>dimes</u> ". Demonstrate if necessary. Say: "Five dimes" while circling the pointer finger over the half-dollar. Continue to cue: "Make dimes", etc.  2. Students should count and report the total.

RESOURCES/MATERIALS

Standard money containers  
Half-dollar



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
<p>15. Student will recognize quarter/nickel or quarter/ five pennies as equal to three dimes (\$0.30).</p>	<ol style="list-style-type: none"> <li>1. Provide students with money cue cards [.30] - [.39]. Each student's money container should have only two dimes and one nickel. Students should indicate that they have "not enough dimes" and are unable to make a dime with the nickels and pennies in the container.</li> <li>2. Say: "Bird and nickel make 3." If the students do not pick up a quarter and a nickel, demonstrate overlapping them under the numeral 3.</li> </ol>

RESOURCES/MATERIALS

Standard money container  
with only 2 dimes and 1 nickel  
**Refer to Teaching Aids:**  
Money cue cards



3. Provide the students with several quarters, nickels and dimes. Cue: "Make three dimes." Emphasize: "Yes, there are lots of ways."
4. Introduce "Bird and a nickel make 3. What if you don't have a nickel? Have to make one." Demonstrate circling the index finger above the grouping and saying "3".




5. Reward the students who use quarter/nickel during money construction activities.
6. Demonstrate the use of quarter/nickel with money cue cards, such as [.46]. Check the student's work and say, "Four dimes, that's right, I know another way."
  - a. Remove the dimes. Place quarter/nickel under 4 and say: "Bird and nickel make three, need another dime."
  - b. Place the dime under the quarter/nickel and say: "Three, four" while circling the pointer finger over the quarter/nickel and touching the dime.

M-15



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
16. Student will count quarter and pennies to \$0.29.	Refer to Elementary money (recognizes quarter).  1. Provide the students with one quarter and one penny. Say: "Bird/quarter says 25 cents." Touch quarter and say: "Twenty-five." Touch penny and say: "six, that's 26 cents." Have the students practice.  2. Provide the students with one quarter and two pennies. Demonstrate patterning:
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
1 quarter 4 pennies <b>Refer to Teaching Aids:</b> Money Numeration Sheet	Touch quarter and say: "Twenty." Touch empty space above pennies and say: "Five." Touch pennies and say: "Six, seven. That's 27 cents." Provide students opportunities to practice.  3. Introduce 28¢ and 29¢. Have the students practice patterning, counting and providing amount.

ADAPTATION:

*Provide the students with Money Numeration Sheet. Instruct the students to place the quarter on the .25 square. Tell the students to lift the last penny to find the amount.*



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
17. Student will count three quarters and pennies to \$0.79.	Refer to Elementary Money (Counts quarters to .75) and Middle School Money (Counts quarters and pennies).  1. Provide students with three quarters and ask: "How much money?" Cue by demonstrating the pattern for quarters. Give the students opportunities to practice.  2. Provide the students with three quarters and ask: "How much money?" Demonstrate the pattern.

RESOURCES/MATERIALS

3 quarters  
4 pennies  
**Refer to Teaching Aids:**  
Money Numeration Sheet



Circle the index finger above the three quarters and say, "Seventy." Point to the empty space above the penny and say: "Five;" then, touch the penny and say: "Six, that's 76." Allow the students time to practice.

3. Introduce \$.77 - \$.79 by demonstrating the pattern and counting in the same manner. Students need to practice over and over and over.

ADAPTATION:

*Provide the students with a Money Numeration Sheet. Instruct the students to place the 3 quarters on the .75 square and the pennies on .76 - .79.*

*Tell the students to lift the last penny to find the amount.*



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
18. Student will construct money to \$19.99.	1. Provide the students with the money cue cards for [5.01] to [5.99]. Ask: "How many dollars?" while pointing to the numeral five. Instruct the students to locate a five dollar bill and place it under the numeral five. Proceed with the previously described method for constructing money. Provide mixed practice with [.01] through [5.99].  2. Present the students with money cue cards for [6.01] to [9.99]. Cue: "How many dollar? Use a five." Instruct the students to place a five-dollar bill under the dollar amount and to count out one dollar bills to equal the necessary amount. Proceed through the previously described method to count the dimes and leftovers. To reinforce counting skills, check the students' work by picking up the bills and counting Orally, "Five, six, seven, etc." as they are placed back on the table. Point to and count the dimes and leftovers, concluding with the total amount of money. (For \$7.39, say: "5, 6, 7; 3 dimes and nine, that's 7.39." Provided repeated mixed practice for [.01] - [9.99].
----- <b>RESOURCES.MATERIALS</b> -----  Standard money container <b>Refer to Teaching Aids:</b> Money cue cards	3. Present the students with the money cue card for [10.00]. Explain: "The one tells you how many ten dollar bills to put down." Demonstrate finding a ten dollar bill. Have the students practice using the cue: "One ten, no more, no dimes, no leftovers."  4. Present the money cue cards for [10.01] through [11.00]. Place emphasis on pointing to the one while cueing: "This number tells you how many tens."  5. Present the money cue cards for [11.01] – [14.99] in random order. Have the students construct money using the established procedure. Provide mixed practice for [0.01] through [14.99], occasionally pointing to the vacant space in front of the one-digit dollar amounts and cueing: "No tens."  6. Present money cue cards for [15.00] through [19.99] arranged in random order. Instruct the students to construct money using the established procedure. Provide mixed practice for [.01] through [19.99].



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
	<p>(Continued)</p> <p>7. This activity can be made more difficult by removing the quarters (resulting in substitution of dimes) or removing the five dollar bill (requiring the students to use one dollar bills), etc.. If learning is tentative, skip this until later.</p> <p>8. Remove the ten dollar bills from the students' containers. Point to the numeral one on the money cue card for [10.00]. Ask: "How many tens?" Instruct the students to look for a ten dollar bill. When they indicate its absence from the container, cue: "Make a ten." Demonstrate by picking up a five dollar bill in one hand and a five dollar bill in the other hand. Put the two five dollar bills together and say: "Five and five make ten" while placing the bills under the numeral one on the card.</p>



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
19. Student will read and select price tags under \$10.00.	Refer to Middle School Money (Selecting price tags under \$5.00)  1. Introduce the colored number strip with the numbers "9." through ".00." Present the numbers vertically with the 9. on top and .00 on the bottom. Train the students using the established routine.  2. Present the money cue cards for [.01] through [9.99] and various advertisements. Have the students select an item in the ad and read or sign the cost.

RESOURCES/MATERIALS

Advertisements  
**Refer to Teaching Aids:**  
Money Numeration Sheet  
Money cue cards



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
20. Student will use a ten dollar bill to purchase an item priced \$10.00 or less.	Refer to Middle School Money (Using \$5.00 bill). <ol style="list-style-type: none"><li>1. During community based instruction, the student should have \$10.00 to spend. Instruct them to locate an item “under \$10.00” and “on the Money Numeration Sheet”.</li><li>2. Add tax for students, if necessary, using a calculator and say: “Yes, you can buy that” or “No, you can’t buy that because of tax.”</li></ol>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> <p>Calculator <b>Refer to Teaching Aids:</b> Money Numeration Sheet</p>	<ol style="list-style-type: none"><li>3. If a situation is predetermined to include tax (restaurant, clothing, etc.), provide the students with a Money Numeration Sheet containing \$9.00 - \$9.99 or instruct them to complete their own and cross off inappropriate prices.</li></ol>

**ADAPTATION:**

*Train the students to “check tax” with a teacher before they enter a check out area or before placing an order.*



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
21. Students will count a five dollar bill, dollar bills, quarters, dimes, nickels and pennies to \$9.99 when change is less than \$1.00 and quarters, if used, equal \$0.50.	Refer to Middle School Money (Counting \$1.00, 25¢, 10¢, 5¢ and 1¢ to \$4.99).  1. Using the money cue cards, have the students construct a given card. Cue: "Any fives?" while pointing to the bills. Instruct the students to locate a five dollar bill, if appropriate, or to respond negatively. Cue: "Find the dollars." Have the students locate dollars, position on workmat (or to the left side of the work area), and cue: "Find the dimes, any nickels?" Continue through the sequence.
<hr/> <b>RESOURCES/MATERIALS</b> <hr/> Workmat Standard money container <b>Refer to Teaching Aids:</b> Money cue cards	2. Next cue: "How much money?" and point to the dollars. If a five dollar bill is present, point to the numeral 5 and say: "Five." Next, touch the numeral one on the dollars and say: "6, 7, 8, 9" as appropriate. Touch the line on the mat and say: "Dollars." If there is no five dollar bill and the dollar bills total five or more, say: "Make a picture of five" and have the students pattern the dollars. Continue through the training sequence.



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
22. Student will determine the affordability of an item that is priced under \$10.00, with varying money amounts (\$0.01 to \$9.99)	Refer to Elementary Money (Figures affordability of items under \$0.10) and Middle School Money (Figures affordability of items under \$1.00 and \$5.00)  1. Review “Not enough money”, “Just enough money”, and “More than enough money” arm motions. Review counting money.  2. Follow previously trained procedures.

RESOURCES/MATERIALS



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.


AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
23. Students will determine the affordability of two or more items, when the total price is under \$10.00, with varying money amounts (\$0.01 to \$9.99)	Refer to Elementary Money (Figures affordability of items under \$0.10) and Middle School Money (Figures affordability of items under \$1.00, \$5.00 and \$10.00). <ol style="list-style-type: none"><li>1. Provide money, number line, money cue card and two or more items which are nontaxable.</li><li>2. Have the students count the money and write the total.</li></ol>
RESOURCES/MATERIALS	3. Have the students use a calculator to add individual prices to determine total price.
Money Number line Calculator	4. Use the previously trained procedure to determine affordability. If the answer is “Not enough money”, train the students to decide if they can buy only one of the items.
<b>Refer to Teaching Aids:</b> Money cue cards	<b>ADAPTATION:</b> <i>Students who are unable to write will determine the total price of items with a calculator and determine affordability by attempting to construct money to the amount displayed.</i>



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
24. Student will count quarters, dimes, nickels and pennies to \$0.99 when given 5¢ to “fix” quarters.	1. Provide the students with 2 quarters, dimes, nickels, and pennies equaling less than \$1.00. <ol style="list-style-type: none"> <li>Cue: “Find the birds. Put them on top.” Have students overlap the quarters.</li> <li>Cue: “Five dimes” and ask: “Any more dimes?” Students should place dimes, nickel/nickel, nickel/5 pennies and 5 pennies/5 pennies combinations under the quarters.</li> <li>Cue: “Any more dimes?” Students should check and respond negatively.</li> <li>Instruct the students to “Make leftovers.” Have the students place an amount less than 10¢ to the right of the dime(s), in an appropriate pattern. If not patterned, pattern the money for the students.</li> <li>Follow the established procedure (Refer to Middle School Money). Practice with two quarters and without quarters.</li> </ol>
----- <b>RESOURCES/MATERIALS</b> -----	
Change equaling less than \$1.00 and including: Quarters Dimes Nickels Pennies	2. Upon mastery, introduce 1 quarter, 1 or more nickels, dimes and pennies equaling less than \$1.00. <ol style="list-style-type: none"> <li>Cue: “Find the birds” and wait for the students to indicate they have only one. Instruct the students to “Fix it” and demonstrate placing it with a nickel.</li> </ol>
	 <p>While saying, “Three”. Return the quarter and the nickel to the pile of coins and allow the students to practice.</p>
	<ol style="list-style-type: none"> <li>Continue instruction by cueing: “Any more dimes?”, etc... Have the students practice circling their pointer finger over the quarter and nickel and counting “3, 4, etc.” Adding the word “dimes” and stating the amount of leftovers. Students should state money amount or used adaptations.</li> </ol> 3. Upon mastery, give the students 3 quarters, 1 or more nickels, dime and pennies equaling less than \$1.00.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- a. Cue: "Find the birds." Students should place two quarters on top.
- b. If the students do not independently group quarter/nickel, pattern and say: "Bird and a nickel, make 3," circle pointer over



and say: "Five." Bounce tap on



and say: "6,7,8..." Have the students practice.

- c. Point to the pattern



and say: "This is a picture of 8 dimes." Cue: "Any more dimes?" etc.. Students should practice counting "8" and if another dime "8,9 dimes" and # of leftovers.

- 4. Upon mastery, introduce use of 5 pennies in place of a nickel.


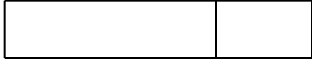
NOTE:

*During this phase of instruction, coin combinations, i.e., those when 1 or 3 quarters are given without a nickel or 5 pennies to "fix it" will need to be explained. For example, emphasize that "25 and a dime makes 35", "25 and a penny says 26," etc..*



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
<p>25. Student will count dollar bills, quarters, dimes, nickels, and pennies to \$4.99, when Given 5¢ to “fix” quarters.</p>	<p>1. Introduce the concept of four quarters equal one dollar by using enlarged quarters to pattern.</p> <div data-bbox="966 577 1128 724" style="text-align: center;"></div> <p>Circle the index finger around the quarters and cue: “One bird, two birds, three birds, a dollar.” See that the students are provided quarters and can practice the patterning skills.</p>
<p>RESOURCES/MATERIALS</p>	
<p>Change equaling less than \$5.00 and consisting of: Quarters Dimes Nickels Pennies Workmat Calculator</p>	<p>2. Provide the students with quarters, dimes, nickels and pennies which equal less than \$5.00. Cue: “Find the birds.” If a student has four quarters, demonstrate how to pattern the quarters into dollars. Instruct the students to “Put them where dollars go.” Indicate the left section of the work space as the space where the dollars go (or provide construction paper workmat divided in 2 sections).</p> <div data-bbox="876 1165 1185 1228" style="text-align: center;"></div>
<p><b>Refer to Teaching Aids:</b> Money cue cards Enlarged quarter Coin stamp cue cards</p>	<p>Cue: “Line says dollars”.</p> <p>3. Then ask: “Any more dollars?” Instruct the students to make dollars or to respond negatively. Then cue: “Make dimes and leftovers”, reviewing two quarters, three quarters, or one quarter techniques. Cue: “Count dimes.” Have the students count and if they say “Ten”, ask “What did you say?” “Ten, that’s a dollar” and demonstrate moving the coins to the dollar area.</p>



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Cue: "Count the dimes." If the students say "Ten", move to the dollar area. If not, say: "No more dollars, you're ready to count." Demonstrate moving the index finger in a circular motion over the patterns of dollars and counting "One, two, three, etc., dollars." Next cue: "Count dimes and leftovers."

NOTE:

*Combinations involving 1 quarter or 3 quarters without a nickel to "fix it" should be verbally cued. Present the students with 3 quarters and emphasize that "75 and a dime make 85 or 85 and a dime make 95" and "75 and a penny says 76, 77" etc. Students may use a calculator and money cue/coin stamp cue cards to establish amounts.*



T.E.K.S. 111.16 (4.1) Number, operation and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
26. Student will use “next dollar” method to purchase items less than \$5.00.	1. Remove all coins from the students’ money containers. 2. Give the students the money cue card [1.89]. Demonstrate patterning one dollar bill and cue: “One dollar, eight dimes, and nine. You don’t have any dimes. Use another dollar.” Pattern the second dollar horizontally under the numerals eight and nine. Point to the second dollar and cue: “A dollar is ten dimes,” point to the numeral eight and cue: “You only need eight, wait for change.”
<hr/> RESOURCES/MATERIALS <hr/> Standard money container <b>Refer to Teaching Aids:</b> Money cue cards Math Helper “Next dollar” cue card	3. Provide the students with money cue cards for [1.01] through [3.99]. Allow them to practice. 4. Present the students with the money cue card for [4.35] and a money container which has only 4 one dollar bills. Instruct the students to pattern four and cue: “Need a dollar?” pointing to the empty space below the numerals three and five. Encourage the students to look for a dollar. Point to four one dollar bills and say: “Four.” Point to the empty space and cue: “Five. Use a five dollar bill”, and remove the other dollars. Demonstrate placing the five dollar bill horizontally under the money cue card and cue: “Only need four, wait for change.” Provide opportunities for the students to practice with money cue cards for [4.01] through [4.99]. Provide mixed practice for \$.01 through \$4.99. 5. Remove the one dollar bills from the students’ money containers. Provide the students with money cue cards for [.01] through [4.99]. Point to the dollars and cue: “___ dollars.” Assist the students as they look for dollars, and then cue: “Use a five.” Demonstrate, again, how to pattern a five dollar bill horizontally under the money cue card and say: “Only need ___ dollars, wait for change.” 6. Provide opportunities for mixed practice.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

7. Provide opportunities for the students to practice during community based instruction.

ADAPTATION:

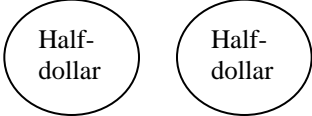

*Provide the students with a “next dollar” cue card.*



T.E.K.S. 111.2 (2.3)

Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
27. Student will recognize and use two half dollars to equal \$1.00.	<p>1. Demonstrate the concept by constructing a dollar with four quarters and then removing the top two quarters and saying: "Need two birds (quarters) use <u>Big</u> bird", while placing a half dollar in their place. Repeat the procedure with the bottom two quarters. Say: "Now that's a dollar." Demonstrate regrouping half dollars into a pattern.</p> <p style="text-align: center;"></p> <p>and say: "A half and a half make one dollar."</p> <p>2. Repeat the above sequence. Present the pattern</p> <p style="text-align: center;"></p>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
Standard money container Half dollars	<p>and say: "Now that's a dollar." Have the students practice using one half dollar and two quarters to make a dollar.</p> <p>3. Provide the students with groups of half dollars and instruct them to "Make dollars."</p> <p>4. Provide the students with quarters and half dollars. Instruct them to "Get <u>Big</u> Birds (half dollars) to make dollars," Upon completion, if one half dollar remains, cue: "Make a <u>Big</u> Bird (half dollar)." Demonstrate by placing 2 quarters under the half dollar, or cue: "Use the birds (quarters) to make a dollar."</p>



T.E.K.S. 111.16 (4.2) Number, operation and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
28. Student will write cash amounts to \$99.99.	1. Follow the Money Numeration Sheet referred to in Elementary Money (Writes cash amounts to \$0.99). 2. Cue the students: "Get ready to write." Introduce the rule "When I say dollars, you do this" while demonstrating making a dot on the board. Say: "dollars, dollars, dollars" and have the students practice making dots.
RESOURCES/MATERIALS  Calculator <b>Refer to Teaching Aids:</b> Money Numeration Sheet	3. Say to the students: "A McDLT costs \$1.65. What did I say? One dollar, make one. When I say dollars, you do what? Make a dot. One dollar, sixty-five, six dimes and five, six and five." Check work by saying "Dot, one, two" while counting the numerals. The students should practice with money amounts involving no zero's in the cents, (\$23.78, \$72.42 and \$90.34). 4. Reintroduce \$.01 - \$.09, emphasizing "Dot, one, two" rule. Have the students practice. Check work by saying: "___ dollars, no dimes and ___."

ADAPTATION:

*Visual students may require the Money Numeration Sheet. Students who cannot write may use a calculator.*



T.E.K.S. 111.16 (4.2) Number, operation and quantitative reasoning. The student describes and Compares fractional parts of whole objects or sets of objects.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
29. Student will read and select price tags under \$100.00.	Refer to Elementary Money (Selects price tags under \$1.00) and Middle School Money (Selects price tags under \$10.00).  1. Have the students practice reading money cue cards for [.01] through [99.99] reinforcing the rule which states: "dot says dollar."  2. Introduce advertisements which contain prices without decimal points, (\$10, \$24) and cue the students to the use of the dollar sign. Provide practice reading signs.
----- RESOURCES/MATERIALS -----	
Advertisements	3. Introduce advertisements which contain prices without decimal points, (10 <sup>99</sup> , \$4 <sup>99</sup> ) and cue: "Little money is the cents. Say the big number, say dollars, say cents."  4. Have the students look at the advertisements and instruct them to select one item under \$100.00. Cue: "Hundred; one, two, three, can't have three."



TE.K.S. 120.2 (2) The student researches consumer and employee issues and discusses financial implication for the individual.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
30. Student will differentiate between foods and non-foods, taxed and not taxed.	1. Introduce the grocery store rule: "If you can eat it, there's NO TAX." 2. Have the students use newspaper ads and grocery store circulars, to develop a bulletin board entitled "Foods and Non-foods." 3. Provide the students with a variety of store containers. Have the students sort into 2 groups – Taxed and <u>Not</u> taxed.
<b>RESOURCES/MATERIALS</b>	4. Introduce the rule: "Candy and soft drinks are junk food; pay tax." Utilize community based instruction at a convenience store to demonstrate the rule. Allow
Newspaper food and non-food advertisements Grocery store circulars	5. Introduce the rule: "At a restaurant, pay tax." Explain that tax at a restaurant is "not for the <u>food</u> , but for the <u>fun</u> ."



TE.K.S. 122.12 (15) The student analyzes basic nutrition needs and results of dietary practices.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
31. Student will use vending machines, receiving change, if necessary.	Refer to Elementary Math (Using vending machine requiring cash to \$0.49). <ol style="list-style-type: none"><li>1. Have the students use “constructing money” methods during community based instruction by giving exact amounts to purchase items or operate machines.</li><li>2. Train the students to use a change machine. Remind them to pattern quarters into dollars to check and see if they received the correct amount of money.</li></ol>

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**RESOURCES/MATERIALS**  
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Money  
Vending machine  
Coin operated machines:  
    Laundromat  
    Change Machine  
Vending machine cue cards  
    designed as needed  
**Refer to Teaching Aids:**  
Money cue card.

3. Display a “CHANGE” sign and teach the word. Have the students locate vending machines that “give change” and those that “don’t give change”, during community based instruction.
4. Displaying vending machine cue cards with change, various money amounts. Example:



Allow the students to practice paying the exact amount, using various coin combinations. Remove the coins if necessary and ask them to “construct” the exact amounts. Provide the students with vending machine cue cards and tell them to “buy a Coke.” Have the students attempt to “construct” the amount required. Say: “You can’t make 3 or 4 dimes” while pointing to the two quarters. Say: “Five is more than \_\_\_\_.” Point to the money Numeration Sheet or have the students make one and cue: “Use the birds (quarters). The machine will give you change.” Allow opportunities for the students to practice.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

ADAPTATIONS:

1. *Provide the students with the money cue cards showing various combinations of coins and “more than enough” combinations. (Machine costs 30¢). Tell the students to locate the cue card for 30¢. Combinations include 25¢/5¢; 10¢/10¢/10¢; 10¢/10¢/5¢/5¢; 10¢/5¢/5¢/5¢/5¢; 25¢/10¢; 25¢/25¢.*
2. *During community based instruction at the laundromat, give the students cue cards depicting a washing machine with a quarter stamp to indicate usage of the proper coin. Train the students to fill all the empty slots and then push the lever.*



TE.K.S. 122.12 (21) The student determines types of resources and considerations for responsible use.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
32. Student will differentiate among currency, coins and checks.	1. Give the students a collection of currency, coins and checks. Demonstrate and tell them to "Sort these." Have the students practice. Check by saying: "Yes, these are coins, these are checks, and these are paper money or currency." 2. Request the students to point to the coins/currency/checks. 3. Introduce word cards for "coins", "currency", and "checks", and train identification. Utilize the word cards in a sorting activity.
RESOURCES/MATERIALS	
Coins, currency, checks Word cards for "coins"/"currency"/"checks" Enlarged deposit slip	4. Display an enlarged deposit slip. Have the students locate and point to the words, currency, coins, checks as requested. Place coins, checks and currency in a "grab bag". Instruct the students to Pick one and place it in an appropriate box on the enlarged deposit slip. 5. Another unique sorting activity would be to play "It Looks Like Rain". Gaze at the ceiling and say: "It looks like rain", until all the students are attending. Grab a handful of coins and throw them into the air and exclaim, "It's raining coins! Make rain with your coins." Proceed to currency and check. Have the students conclude activity by first picking up all the coins (quarters, dimes, nickels, pennies), then the checks, then the currency (\$10 bills, \$5 bills, \$1 bills).



TE.K.S. 122.12 (21) The student determines types of resources and considerations for responsible use.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
33. Students will recognize “budget” as a means of allotting/restraining amount spent.	Refer to Social Studies-Personal Business. Refer to Elementary Money (Using a five dollar bill).  Introduce the term “budget”. Ask the students, “If you have \$2.00 and try to buy a shirt that costs \$16.00, what will happen?” The students should respond. Explain: “You can not buy it because it isn’t in your budget.” Provide additional examples and have the students practice responding “in budget” or “not in budget.” Allow the students to use Money Numeration Sheet and dollar strips, if necessary.

RESOURCES/MATERIALS

Money Numeration Sheet  
with dollar strips



TE.K.S. 122.12 (21) The student determines types of resources and considerations for responsible use.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
34. Student will cash a check that has been endorsed appropriately, providing proper identification.	<ol style="list-style-type: none"><li data-bbox="730 462 1440 535">1. Define the term “endorse” and provide a demonstration. Have the students practice the skill.</li><li data-bbox="730 546 1440 623">2. Discuss the importance of waiting to endorse a check until it is being cashed or deposited.</li></ol>

RESOURCES/MATERIALS



TE.K.S. 111.11 (K.1) The student uses numbers to name quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
35. Student will spell number words eleven through ninety-nine.	1. Present the following auditory program and have the students model. Accompany with visual cues.  a. 11-(E) then a letter, (E) then a letter (E) then a letter. (E)-(E)-(E). Listen Eleve{N}. Put a (N) at the end. E(L)even. Put an (L). Good job! Give yourself a check in the middle. That's a (V), (ELEVEN).  b. 12-(I) lo{V}e 12 year olds. They're not teenagers yet. 12-First 2 letters like two (TW), no (O). Steal the first 2 letters from eleven (EL). I said I (L-O-V-E) 12 year olds, but it's a secret. Leave out the (O), make the end look like (LVE), 'cause we don't write love letters in class (TWELVE).  c. 13-Sometimes I like to talk funny, cause (I) (R) funny. Teenagers are funny. They like to listen to loud music and eat everything in the refrigerator. They wake up on their 13th birthday, come into the kitchen and warn their parents "watch out now (I) (R)a {TEEN}ager." First two letters like (TH)ree, butwe don't say 3teen, don't spell 3, (THIR)teen. Teen is like ten but with two. (E)s. (THIRTEEN).  d. 14-Spell 4, Spell teen. Put it together, it says 14.  e. 15-Like 5, but we don't say 5teen. First two letters in (F-I)ve. Listen {FIF}. Put an (F), spell teen. (FIFTEEN).  f. 16-Spell 6, spell teen. Put it together, it says 16. (SIXTEEN).  g. 17-Spell 7, spell teen. Put it together, it spells 17. (SEVENTEEN).  h. 18-Spell 8, look there we already have a (T), don't put another, spell {EEN}. (EIGHTEEN).  i. 19-Spell 9, spell teen. Put it together, it says 19. (NINETEEN).  j. 20-What's twenty? Two tens. Use the first two letters of two (TW), two letters from 10, already have a (T), use (EN). {TWEN}, 20. What's at the end? A (T). Put a (Y), I don't know (Y), just do it! (TWENTY).  k. 21-29 Spell 20. Spell _____. Put it together, it spells 2___.  l. 30-(I-R) Thirty something. (THUR), What's at the end? (T), put a (Y). I don't know (Y). Just do it. (THIRTY).

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RESOURCES/MATERIALS  
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{ } indicates sound  
( ) indicates letter name



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- m. 31-39 Spell 30. Spell \_\_\_\_\_. Put it together is spells 3\_\_\_\_\_.
- n. 40-If you are 40, you are tired, so (U) take the (U) out of four. (F-O) now (R) 40. What's at the end? A (T). Put a (Y). I don't know (Y). Just do it. (FORTY).
- o. 41-49 Spell 40, Spell \_\_\_\_\_. Put it together, it spells \$\_\_\_\_\_.
- p. 50, Listen, we don't say five(t). Write (FIF). Whats at the end? Put a (T). Put a (Y). I don't know (Y). Just do it. (FIFTY).
- q. 51-59 Spell 50, spell \_\_\_\_\_. Put it together, it spells 5\_\_\_\_\_.
- r. 60-Spell 6. What's at the end? (T), and a (Y). I don't know (Y). Just do it. (SIXTY).
- s. 61-69 Spell 60, spell \_\_\_\_\_. Put it together it spells 6\_\_\_\_\_.
- t. 70-Spell 7. What's at the end? (T), add a (Y). I don't know (Y). Just do it (SEVENTY).
- u. 71—79 Spell 70, spell \_\_\_\_\_. Put it together, it spells 7\_\_\_\_\_.
- v. 80-Spell 8. See the (T), don't make another one. Put a (Y). I don't know (Y). Just do it. (EIGHTY).
- w. 81-89 Spell 80, spell \_\_\_\_\_. Put it together it spells 8\_\_\_\_\_.
- x. 90-Spell 9. What's at the end? (T), add a (Y). I don't know (Y). Just do it. (NINETY).

- 2. Cue the students verbally as they spell number words presented randomly.





OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. When the skills are mastered, give the students a specific dollar amount to place “in the box”. Cue the students to “Find the dollar sign” and train copying the amount from a visual cue. Emphasize the importance of the “dot” and neatness.
4. Following mastery, the students should be trained to fill in the name “name of store”. Ask the students where they would like to shop by providing enlarged store logos in the classrooms. Students may be assigned stores or may be allowed to select the stores. Demonstrate on the board or the overhead projector how to complete the line for “the name of the store”, emphasizing the words “Pay to the order of”. As this is demonstrated, students should copy the name on their checks.

NOTE:

*This skill should be emphasized during community based instruction when the students are asked to identify the store name when they are standing in line to check-out.*

5. Ask the students to “Point to the line under the money. This is the spelling test.” Direct the students to look at the “money”, and ask: “How many dollars?” Cue: “Spell the dollars. The dot says to spell ‘and’”. Demonstrate the procedure (\$6.39). Cue: “Spell six. The dot says to spell ‘and’”. Instruct the students to write “Six and”. Have the students copy on their check. Say: “See the dimes and leftovers.” Point to the .29, and cue: “Put it in the air.” Demonstrate copying above the line. Make sure the students complete the task correctly. Say: “Draw a line down, we’re gonna turn it into a fraction” demonstrating. “Now, write 100”. Demonstrate for the students and let them copy. Cue: “Draw an ocean to the word dollars.” Demonstrate and have the students copy.
6. Have the students check that all lines are completed.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

ADAPTATIONS:

*Provide the students with a spelling cue if they are unable to spell the number words.*

*If the students require help, write the check and have the students sign it.*

7. Introduce the term “void” and demonstrate it by tearing up and throwing away checks with errors.
8. Stress the importance of “checking the balance first” before the students write a check.



TE.K.S. 111.15 (3.1) The student uses place value to communicate about increasingly large whole Numbers in verbal and written form, including money.  
 AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
37. Student will fill out a check register and balance the account.	1. Following mastery of check writing, provide the students with a single strip of a check register with the balance predetermined. Discuss the purpose of a register and the need to check the balance <u>before</u> writing a check.  2. Give the students checks and instruct them to “circle the check number.” Following practice, have the students copy the number in the corresponding box on the check register.
----- RESOURCES/MATERIALS -----	3. Instruct the students to “circle the date” and demonstrate writing it, using the month and day only (#/#). Have the students practice.
Check register Check Overhead projector Calculator	4. Ask the students “Who did you write your check to?” “Point to the name.” Demonstrate on the board or overhead projector. Locate the transaction on the check register and demonstrate copying the store/company name in the box. Have the students practice.  5. Explain that “When we write a check, the bank takes the money away from us and gives it to the store. When we take things away, we subtract.” Ask the students, “Can you find a minus sign?” Point out on the board or overhead projector the heading entitled “Payment or Withdrawal” with a minus sign. Illustrate placing the check amount in the box, dollars on one side of the line, dimes and leftovers (change) on the other. Say: “The line says dollars.” Provide opportunity for the students to practice.  6. Instruct the students to “Tell how much money is in the bank.”  a. Utilize the board or overhead projector to refer to the “Balance Forward” heading and then the money amount. Have the students practice reading the number with the cue: “The line says dollars.” Remind them: “That’s how much we had. Remember, we wrote a check.”



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Demonstrate copying the check amount under the balance. Review the rule, "When we write a check, the bank takes the money away."
- c. Instruct students to "do the problem" using a calculator and to enter the answer on the check register.



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
38. Student will use the “next dollar” method to purchase items less than \$10.00.	Refer to Middle School Money (Uses next dollar to \$5.00) <ol style="list-style-type: none"><li>1. Remove all coins from the students’ money containers. Provide the students with the money cue card [5.63]. Locate and pattern the five dollar bill. Cue: “Five dollars, six dimes and three. No dimes? Use a dollar.” Demonstrate placing a one dollar bill horizontally under the numerals six and three. Say: “A dollar is ten dimes.” Point to the numeral six and say: “You only need six; wait for change.”</li></ol>
RESOURCES/MATERIALS	
Standard money container <b>Refer to Teaching Aids:</b> Money cue cards Math Helper “Next dollar” cue card	<ol style="list-style-type: none"><li>2. Have the students practice with money cue cards for [5.01] through [ 8.99].</li><li>3. Provide mixed practice for [.01] through [8.99].</li><li>4. Give the students the money cue card for [9.72]. remove all coins from the students money containers. Instruct the students to locate and pattern the nine dollars. As the students look for the one dollar bill to place under the numeral seven and two, point to the nine dollars and say, “Nine.” Point to the empty space and say: “Ten. You need ten dollars. Find the ten dollar bill.” Remove all other bills and demonstrate patterning the ten dollar bill horizontally under the money cue card and say: “Only need nine.” Then point to the numeral nine and say: “Wait for change.”</li><li>5. Provide the students with the money cue cards for [9.01] through [9.99] selected at random. Instruct the students to practice using the ten dollar bill.</li><li>6. Provide mixed practice with the money cue cards for [.01] through [9.99].</li><li>7. Remove the five dollar bill and provide the money cue cards for [5.00] through [9.99]. As the students begin to look for the five dollar bill, cue: “No five? Can you make one?” As they attempt to make a five, cue: “Can’t make a five? Use a ten.” Demonstrate patterning the ten dollar bill under the money card and say: “Only need _____. Wait for change.” Give the students opportunities to practice.</li></ol>



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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8. Remove the one dollar bills and replace with a five dollar bill. Provide the students with money cue cards for [5.01] through [9.99]. Instruct the students to locate the five dollar bill, pattern it, and look for the one dollar bills. Cue: "Need six (seven, eight, or nine)?" Point to the empty spaces and cue: "Use a ten." Remove the five dollar bill, pattern the ten horizontally and say: "Only need \_\_\_ dollars. Wait for change.
9. Provide the students with mixed practice.
10. Encourage the students to practice during community based instruction.

ADAPTATION:

*Teach the students to use "Next Dollar" cue card.*



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
39. Student will verify change received when the amount of change appears on the cash register.	<ol style="list-style-type: none"> <li>1. Discuss the concept of receiving change as previously trained. Refer to Elementary Money (Waits for change) and Middle School Money (Uses vending machines).</li> <li>2. Prompt the students by saying: "When I pay a cashier too much money, they give me change. How do I know if they give me the right amount?" Explain the concept of subtracting to find the amount by saying: "I give her \$5.00" (Write \$5.00 on the board). "Food costs \$3.00" (Write \$3.00 on the board). "She has to take \$3.00 <u>away from</u> me to pay for my food. What's the rule?" Lead the chant, "When we take things away, we subtract. When we subtract, we use a minus sign." Place a minus sign on the board. Work the problem. "The cashier should give me \$2.00." Point to the answer and explain "Most cash registers do this work for us, and show us the answer."</li> <li>3. Provide the students with a predetermined amount of money. Display the cash amount digitally on the board and say: "Cash registers say this is your change. Check your money." Have the students "construct" money.</li> <li>4. Provide the students the opportunity to practice during community based instruction.</li> </ol>
----- <b>RESOURCES/MATERIALS</b> -----	
Standard money container	



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
40. Student will determine which of two given prices is less when prices have three place values.	Refer to Elementary Money (Which of two, 2-digit prices is less expensive). <ol style="list-style-type: none"><li>1. Give the students two prices in which the dollar amounts are different. Instruct the students to “look at the first number. Find it on the number line. The price that has the number on the bottom is the cheaper one.”</li></ol>
RESOURCES/MATERIALS	
Vertical number line 0-9 Price tags	<ol style="list-style-type: none"><li>2. Following mastery, give the students two, three-place digits in which the first digits are identical. Instruct the students to look at the first digits. Cue: “They are the same; go to the next number. They are different; use your number line.” The students should indicate the lower price.</li><li>3. Following mastery, give the students two, three-place digits in which the first and second digits are identical. Have the students compare the first digit and then the second digit for each price and determine that they are the same. Instruct the students to look at the last number and find it on the number line. Cue: “Number on the bottom is cheaper.” Have the students indicate the cheaper price.</li><li>4. Upon mastery, present the students with two prices: one, which is 2-digit and one, which is 3-digit. Introduce the rule: “Count the numbers in each price. The price with only 2-digits is cheaper.” Have the students practice.</li><li>5. Provide mixed practice.</li><li>6. Have the students play “Price-Tag Sharks” (adapted from the TV game show “Card Sharks”). Five prices are turned over on the chalkboard ledge. Progressing from left to right, the first card is displayed. The students guess “Higher” or “Lower”. The second card is turned over. The class is encouraged to use comparison methodology to determine if the player is “out”; or if correct, play should continue.</li></ol>



T.E.K.S. 111.2 (4.2) Number, operation and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
41. Student will locate the total on a sales receipt.	<ol style="list-style-type: none"><li>1. Give the students a sales receipt and instruct them to “find the amount spent. Find the total.” Write “TOTAL” and “TL” on the board. Say: “Find one of these on the receipt.” Check correctness and/or prompt responses.</li><li>2. Ask the students to “Read the total.” Have the students practice with a variety of sales receipts.</li><li>3. During community based instruction, have the students check the total on the receipts for items purchased.</li></ol>

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RESOURCES/MATERIALS  
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Variety of sales receipts



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
42. Student will figure the amount saved on advertised merchandise when given regular and sales prices.	Refer to Elementary Money (Locating advertisements). 1. Give the students advertisements and cue cards which read: "Regular". "Reg.", "Original", "Orig.". Tell the students to circle the words and the original price. 2. Instruct the students to underline the words "SALE PRICE" and the actual sale price.
RESOURCES/MATERIALS	3. Say" (item) was regularly/originally priced \$____. The sale price is \$____. What a deal! How much can I save? Let's find out. Put the regular price of \$____ in your calculator. Take away the sales price." Then lead the chant, "When we take things away, we subtract. When we subtract, we use a minus sign." Make sure the students push the minus sign on the calculator. Then say: "Put in the sale price. What's the answer?" Push equals. Read the answer." Be sure to provide numerous examples for the students to practice.
Advertisements Calculator Worksheets <b>Refer to Teaching Aids:</b> Math Helper "How much saved?"	4. Provide worksheets so the students practice independently. 5. It may be necessary to provide the students with a "Math Helper" cue card. Train the students to follow directions on the "Math Helper". 6. During word problems, present "amount saved" problems and cue: "Find the Math Helper." 7. During community based instruction, have the students figure the amount saved on advertised items (Regular Price \$.98, Sale Price \$.82, Save \$.16). Provide an opportunity for the students to check the advertising, to determine if "they are telling the truth".



T.E.K.S. 111.2 (2.3) Number, operation and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
43. Student will recognize situations that require tipping.	Refer to Elementary Money (Leaves tip with adult assistance). 1. Ask: "Where do we leave a tip? Name a place." Encourage the students to respond, or remind them about training sites they have visited. Review a visit to a "sit-down" restaurant and what the waiter/waitress did (took order, brought food, refilled drinks, cleared plates away, etc.) Say: "The waiter/waitress does lots of nice things for us. We leave a tip to say thank you."
RESOURCES/MATERIALS	2. Discuss other situations (beauty shop, pizza delivery, taxi, newspaper delivery, etc.) when tipping is appropriate.
Job cards Calculator	3. During community based instruction, have the students continue practicing leaving a tip with teacher instruction. Demonstrate the use of a calculator, locating the tax on the restaurant bill, etc.

