

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.

T.E.K.S. 111.13 (1.1)

Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

Area: Money

OBJECTIVE	TEACHING ACTIVITIES
1. Student will recognize coins as being money.	1. Give the students a container filled with coins, buttons, tokens, etc.. Have them sort into two groups: coins and others. 2. Give the student a container filled with coins. Have them sort the coins. (Begin with pennies and quarters). When the student is successful, add a 3 rd denomination of coin and continue until all coin denominations are in the container.
<p>RESOURCES/MATERIALS</p> <p>Coins Buttons Tokens Standard money container</p>	<p>Standard Money Container consists of:</p> <p>2 Quarters 4 Dimes 1 Nickel 4 Pennies 4 One dollar bills 1 Five dollar bill 4 Ten dollar bills 2 Twenty dollar bills 1 Fifty dollar bill 9 One hundred dollar bills</p>



T.E.K.S. 111.13 (1.1)

Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE

TEACHING ACTIVITIES

2. Student will demonstrate the concept of money as an exchange for goods or services.

Refer to Social Studies-Personal Business

1. Design a "store" area in the classroom. Display prices on items in the store. For higher functioning students, provide bar-coding as used in grocery stores. Provide patterns for the students needing adaptation to match item price tags to sample.
2. Allow the students to earn pennies for completion of tasks, appropriate behaviors, etc.
3. Reinforce the concept of 5 pennies equal 1 nickel by "making change" periodically during the day. Allow the students to cash in pennies displayed in groups of five, for a nickel plus a bonus penny.
4. "Open" a store and allow the students to use their money (as earned in # 2) to purchase goods.
5. Develop a bulletin board that is divided into two areas entitled "Goods" and "Services". Have students cut out store names from newspaper ads, fast food bags, grocery sacks, etc. Include items with which the students are acquainted. Place store names under "Goods".
6. Define the term "Services". Discuss services, such as car repair, plumbing, medical, etc. Use the newspaper to locate advertisements for services. Display these on the bulletin board.
7. During community based instruction have individual students use money to purchase products at the grocery store, mall, etc.. Following instructional outings, discuss what money was used for and relate to the bulletin board developed in #5.

RESOURCES/MATERIALS

Bulletin board
Grocery store items
Pennies, Nickels
Store names-newspaper advertisements
Costumes of service providers
Bulletin board
Costumes of service providers



AREA: Money

OBJECTIVE

TEACHING ACTIVITIES

(Continued)

8. Provide costumes of service providers (a stethoscope for a doctor; a tool belt for a plumber; a toy lawnmower, etc.). Ask a student to call a “service provider” to request an appointment or service. Students can practice providing those services. Remind the students to present “homeowners” with a bill. Allow the students to take turns requesting services and “paying” bills.

NOTE:

Base expectations for using money on what is required at various age- appropriate levels.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate safekeeping practices when presenting a predetermined amount of money to a cashier.	Refer to Social Studies-Personal Business. 1. During community based instruction, students should carry their own money in a wallet kept in their pants pocket or a purse. Cue the students: "That will be \$_____." 2. Train the students to remove their money only at the cash register or vending machine.
----- RESOURCES/MATERIALS ----- Wallets Purses	3. Implement this training on a daily basis in the school environment (lunch, vending machines, etc.), and during community based instruction (bus fares, fast food, etc.). If a student loses his/her money, follow natural consequences (water instead of a coke, peanut butter sandwich instead of a school lunch, etc.).

NOTE:

Base expectations for using money on what is required at various chronologically-age appropriate levels.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

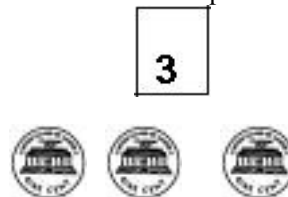
OBJECTIVE	TEACHING ACTIVITIES
4. Student will recognize a penny and will construct Pennies to \$0.05.	<ol style="list-style-type: none">1. Have the students sequence number cards, 1-5.2. Give the students a set of coins. Include in the set predominately pennies, some nickels, some dimes, and some quarters.3. Introduce the concept of one. Demonstrate by placing a number card with a "1" on it in front of each student and placing one penny under the numeral. Cue: "This is a picture of one." Instruct the students to "Make a picture of one."



4. When one is mastered introduce the concept two. Demonstrate by following the above procedure. Cue: "This is a picture of two." Instruct the students to "Make a picture of two".



5. When one and two are mastered, introduce the concept of three. Demonstrate by following the procedure listed in #3. Cue: "This is a picture of three." Instruct the students to "Make a picture of three."



RESOURCES/MATERIALS

Pennies, Nickels, Dimes, Quarters

Refer to Teaching Aid:

Number cue cards 1-5

Coin stamp cue cards



OBJECTIVE	TEACHING ACTIVITIES
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6. When one, two, three, are mastered, introduce the concept of four by the procedure as listed in #3. Cue “This is a picture of four.” Tell the students to “Make a picture of four.”



7. When all of the above are mastered, introduce five. Demonstrate the concept by following the procedure listed in #3. Cue “This is a picture of five.” Instruct the students to “Make a picture of five.”

8. During the above activities, if the students attempt to use coins other than pennies, use these cues: “No birds” for quarters, “No flowers” for dimes, and “Not Mr. Nickel.”



ADAPTATION:

Provide the students with a cue card that has money stamps, colored brown. Have the students match pennies to coin stamp pictures of pennies on a worksheet, work job, or a cue card.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the money symbols: cent sign, dollar sign and decimal point.	1. Introduce the symbols on flashcards. Verbally cue: “¢ says cents, no dollars.” “\$ means dollars. Dot says dollars.” 2. Provide the students with newspaper advertisements. Have the students locate and circle the symbols.
RESOURCES/MATERIALS	3. Have the students practice writing the symbols while being verbally cued: “Make a C and a line, that says cents.” “Make an S, and a line, that’s dollars.” “When I say dollars, you do this.” (Demonstrate making a dot after the verbal cue.)
Flashcards of symbols Newspaper advertisements	



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
6. Student will count pennies to four cents (4¢).	<ol style="list-style-type: none"><li data-bbox="730 430 1442 588">1. Give the students one penny and ask, "How much money?" Students should respond verbally, write or point to 1 on a communication board. Check the response and say, "Yes, this is a picture of one."<li data-bbox="730 588 1442 892">2. Introduce 2¢ - 5¢. Have the students pattern the pennies, or if necessary, count the pennies and then check by making a pattern. Example: Give the students 4 pennies. Have them verbally count "1, 2, 3, 4" and slide pennies (to emphasize counting each penny only once). Ask: "Is it four? Check it." "Make a picture of 4." Students should put pennies in the pattern (:::). Respond: "Yes, that's four."

ADAPTATION:

Provide the students with cue cards (1¢ - 5¢) on a ring. Turn the cards and have the students match pennies to the coin stamp pictures until all of the pictures are covered and the pennies are gone.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

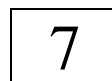
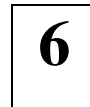
OBJECTIVE	TEACHING ACTIVITIES
<p>7. Student will recognize a nickel; relate that one nickel equals five pennies, and will read the word “nickel”.</p>	<p><u>NOTE:</u> <i>This objective may be separated into 3 different objectives. It is suggested however, that they be taught as one concept.</i></p> <ol style="list-style-type: none"> 1. Provide the students with a container of nickels and pennies and have them sort into two groups. 2. Use a picture of an enlarged nickel to point out the characteristics and attributes of “Mr. Nickel.” Point out his pointed nose, his house on the back, etc. 3. Have the students do coin rubbings over pennies and nickels. Have them circle all of nickels.
<p>----- RESOURCES/MATERIALS -----</p> <p>Container of nickels and pennies Refer to Teaching Aids: Picture of enlarged nickel Pennies, dimes, and quarters Grab bag with nickel</p>	<ol style="list-style-type: none"> 4. Use a grab bag containing money and have the students attempt to feel and find nickels. 5. Play “Which Hand Has It?” Tape a nickel to the back of one hand and a penny to the other. Students must recognize the nickel, point to it and say: “The one with the nickel.” The hand with the nickel should contain a surprise. 6. Introduce the concept that nickel says “five”. Use a nickel in place of the pattern for five pennies (∴). Cue: “If you don’t have a nickel, use pennies.” Practice sequencing activities. Continue having dimes and quarters available and cue their non-use. 7. Develop a work job incorporating matching skills of a nickel to the coin stamp picture of a nickel. 8. Have the students sort nickels out of a collection of pennies, nickels, dimes, and quarters and place only the nickels in a container marked “NICKELS ONLY.” 9. During community based instruction have students locate the word “Nickel” and 5¢ symbol on vending machines.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
8. Student will construct coins to nine cents (\$0.09).	Refer to Elementary Money for patterns 1-5. 1. Have the students sequence number cue cards from 0 to 9. Chant: "One, two, three, four, five"; lower voice and chant: "Six, seven, eight, nine." 2. Provide the students with a set of coins which are predominantly nickels and pennies. Continue to include some quarters and dimes, remembering to cue verbally: ("No birds" for quarters, "No flowers" for dimes.). 3. Introduce the concept of six. Demonstrate by placing the number card with the "6" on in front of each student and making the pattern under the numeral. Cue: "This is a picture of six." Instruct the students to "Make a picture of six." Check work by counting "five, six...". Cue the students by pointing in a circular motion around the nickel on "five". Snap fingers on "six". Review previous learning.
<hr/> RESOURCES/MATERIALS <hr/> Nickels, Pennies, Dimes, and Quarters Refer to Teaching Aides: Number cue cards 0-9 Coin stamp cue cards	4. When the above concept is mastered, introduce the concept of seven. Follow the procedure listed above to demonstrate this concept. Cue: "This is a picture of seven." Instruct the students to "Make a picture of seven." Check work by counting and cuing the students: "five, six, seven". (See #4).



E-8



OBJECTIVE	TEACHING ACTIVITIES
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5. When 0-7 are mastered, introduce the concept of eight. Demonstrate the procedure by following # 4 above. Cue: "This is a picture eight." Instruct the students to "Make a picture of eight." Have the students check work by counting. Cue the students: "five...six (snap), seven (snap), eight (snap). (See # 4).

8



6. When all of the above are mastered, introduce the concept of nine. Demonstrate the procedure by following # 4 above and cue: "This is a picture of nine." Tell the students that nine is "Mr. Nickel sitting on top of a box." Instruct the students to "Make a picture of nine." Have the students check work by counting. (See # 4 and # 6).

9



7. Develop the concept of using pennies to substitute for a nickel by taking all of the nickels away from the students. Cue: "Oh no! You don't have any nickels. You have to make a nickel." Demonstrate making a picture of five using pennies. Cue the students by pointing in a circular motion around the picture of five pennies. Say "Five." Tell students to make a picture of six, seven, eight, nine without using nickels.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Remove the visual cues (number cards) and have the students practice following verbal instructions. ("That will be __ cents, please.")



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
9. Student will recognize digital numerals.	<ol style="list-style-type: none"><li data-bbox="747 462 1433 504">1. Sequentially introduce digital numerals 0-9.<li data-bbox="747 525 1433 588">2. Develop a workjob involving the matching of digital numerals to standard numerals.<li data-bbox="747 609 1433 711">3. Have the students sort digital 2's and 5's, 6's and 9's because they are the most difficult to recognize and distinguish between.

RESOURCES/MATERIALS

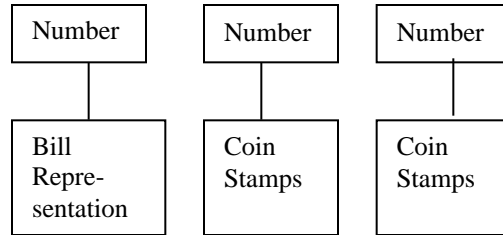
Refer to Teaching Aids:
Digital numerals



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
10. Student will match coins to coin stamp pictures and bills to picture representations to make a purchase.	<ol style="list-style-type: none">1. Train matching coins to coin stamp cue cards and bills to picture representations.2. Develop a flip chart to use during community based instruction. Use a 3-ring notebook spine and 3" x 5" index cards. Position as the will be on the ring and punch holes. Digital numbers should be represented on the underneath side of the cards and bill representations/coins stamps on the top side of the cards.



Begin with #0 on the underneath side of the first card. Print #1 on the underneath side of the second card, #2 on the underneath side of the third card, etc.. Place bill representation/coin stamps on the top of the cards which correspond to the visible number cards.

RESOURCES/MATERIALS

- 3 ring notebook spine
- 3" x 5" index cards
- Refer to Teaching Aids:**
- Bill representations
- Coin stamp cue cards
- Digital numerals



OBJECTIVE	TEACHING ACTIVITIES
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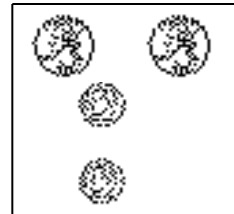
3. Use bill representations on the first set to indicate dollar amount.
Example:

3



4. Use coin stamps on the second set to represent dime amount. (Refer to Middle School Money for use of quarters.)
Example:

1	7
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NOTE:

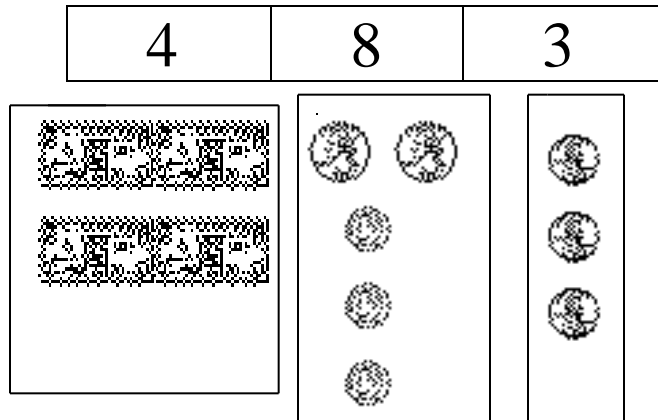
Stamp the backside of quarters (birds). Stamp the backside of dimes (flowers).



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

5. Use coin stamps on the third set to represent “leftovers.” Example:



\$4.83

(Color the pennies brown)

6. Train matching “cue system” to numbers on a cash register. Have the students set the first card, then the second card, and then the third. Check their work and then match money to the pictures.
7. Have the students practice removing money from their wallets and presenting it to a cashier.

ADAPTATION:

Set up individual “cue systems” for use during community based instruction and have the students pattern money at their level of competency. Verbally cue: “How many dollars?” “How many dimes?” “How many leftovers?”, to direct students’ attention to the cards.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
11. Student will identify \$1, \$5, and \$10 bills.	<ol style="list-style-type: none"><li data-bbox="730 420 1396 525">1. Have the students sort \$1, \$5, and \$10 bills into separate piles.<li data-bbox="730 525 1396 630">2. Instruct the students to match the bills to pictured representations.<li data-bbox="730 630 1396 772">3. Provide the students with a \$1, a \$5, and a \$10 bill to put in their wallets. Ask them for “A dollar, please”, “That’ll be a buck,” “Five bucks, please.” “Ten dollars”, etc..

RESOURCES/MATERIALS

\$1, \$5, and \$10 bills

Refer to Teaching Aids:

Bill representations



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
12. Student will count nickel and pennies up to nine ¢.	1. Give the students various amounts of coins up to 9¢. (combinations of a nickel and 4 pennies, seven pennies or a nickel and 1 penny). Instruct the students to pattern “make a picture” of the money and then count it, if necessary. Cue: “First, look for a nickel. Put it on top. Pennies under. It’s a picture of ____.” If there is not a nickel, cue: “Can you make a nickel?” If they can, cue: “Five.”

RESOURCES/MATERIALS

Various amounts of coins up to 9¢
 Calculator
Refer to Teaching Aids:
 Numeration Sheet A
 Cent cue cards
 Coin stamp cue cards

ADAPTATIONS:

1. *Use Numeration Sheet A with 0-9 on the top line. Have the students place the nickel on the 5, and the pennies on the following numbers. If the students have no nickel, place the pennies on 1,2,3...and proceed. Tell the students to raise the last coin to find the answer.*
2. *Provide the students with coin stamp cue cards. Tell the students to put the coins on their respective values and enter the amount in a calculator, push +, move the coin and continue.*
3. *Give the students money cue cards (1_ - 9_) on a ring. Have the students turn the cards, matching pennies to the coin stamp pictures until all of the pictures are covered and nickel /pennies or pennies are gone.*



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.


AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
13. Student will recognize a dime and will read the word "dime".	<p><i>NOTE: This objective may be separated into 2 objectives. It is suggested, however, that they be taught as one concept.</i></p> <ol style="list-style-type: none">1. Provide the students with dimes, nickels, and pennies in a container and have them sort into three groups.2. Use an enlarged picture of a dime to demonstrate attributes and characteristics. Point out his "chopped off" head, no clothes, and his flowers on the back. When the students search unsuccessfully for a dime, cue: "Find the flowers."
<p>----- RESOURCES/MATERIALS -----</p> <p>Dimes Nickels Pennies Refer to Teaching Aids: Enlarged picture of a dime Paper cups</p>	<ol style="list-style-type: none">3. Use three inverted paper cups to hide a penny, a nickel, and a dime. Have the students attempt to "win the game" by picking the cup hiding the dime, because it is the <u>most</u> money. Have the students name the dime when the cup is raised.4. Provide the students with a collection of coins and have them sort dimes into a container marked "DIMES ONLY".5. During community based instruction, have the students locate the word "DIME" and the symbol 10¢ symbol on vending machines.



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
<p>14. Student will relate that one dime equals ten cents and will construct dimes out of nickels and pennies and/or pennies alone.</p>	<p><i>NOTE: This objective may be separated into 2 objectives. it is suggested however, that they be taught as one concept.</i></p> <ol style="list-style-type: none"> Define "\$0.00 #” as “no dollars, no dimes, just #”, using the numbers one through nine. Show the students a money cue card with [.10] on it. Cue: “No dollars, one dime.” Demonstrate placing one dime directly below the numeral one on the card. Ask: “Any more?” Point to the zero in the one’s column, and cue: “No more ; just ten cents”
<p>----- RESOURCES/MATERIALS ----- Dimes Nickels Pennies Refer to Teaching Aids: Money Cue Cards Coin stamp cue cards</p>	<ol style="list-style-type: none"> Review previous learning. Introduce the concept of “Making a dime” by removing the dimes from the students’ money containers. Demonstrate making a dime out of two nickels. Pick up a nickel in one hand and say “nickel”. Pick up a nickel in the other hand and say “nickel”. Touch the nickels together and cue: “Pinch him on the nose-now, it’s a dime.” Lay the nickels on the table with their centers overlapping
	<div style="text-align: center;">  </div> <ol style="list-style-type: none"> Following mastery of the above skill, remove all but one nickel from the students’ money containers. Present the money cue card that says [.10]. Pick up the nickel and say “nickel”. Search in the pile of change and cue: “Need a nickel? Have to make one.” Ask: “How do I make a nickel?” Review making a nickel using five pennies and cue: “nickel, nickel-pinch.”



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Following mastery of all the above skills, remove all dimes and nickels from the students' money containers. Present a money cue card that shows [.10]. Cue: "You need one dime, but you don't have one. Can you make one?" Instruct the students to look for nickels first by saying: "The recipe is nickel, nickel-pinch." When the students realize they have no nickels, cue: "No nickels-have to make some." Demonstrate make the picture of:



***NOTE:** If learning this step is tentative, it may be skipped until a later time. Continue working through objectives using only nickels and pennies.*



T.E.K.S. 111.12 (K-13) Underlying process and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
15. Student will locate advertisements in the newspaper and/or on site.	1. Have the students create a bulletin board of advertised items from newspaper and sale catalogs. 2. Instruct the students to circle the words "SALE" and "SAVE" in the newspaper or sale catalogs.
----- RESOURCES/MATERIALS -----	3. During community based instruction, instruct the students to point out signs with words "SALE" and "SAVE" and to identify store motto type sales promotions (WalMart's happy face sign, grocery store sale tags, etc.).



T.E.K.S. 111.13 (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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16. Student will determine the affordability of an item that is priced under \$0.10, with varying money amounts (\$0.01-\$0.09).

Refer to Elementary Numeration (Concept of Quantity)

1. Train “Not enough money” (arm out to the left), “Just enough money” (hands above head) “More than enough money” (arm out to the right).
2. Review no dollars, no dimes, just # cents.
3. Give the students coins totaling less than ten cents. Have them count and write the total. Students who are unable to write should enter the amount in a calculator.
4. Present an item for purchase with the price displayed, a number line 0-9, and a cue card “<<<NO >>>YES”.
5. Instruct the students to place a finger on the price. Cue: “Move your finger to your money. Which way did you go? What does that mean? Can you buy it? Do you have enough money?”
6. Present items priced the same as the students’ money, and cue: “Put your finger on the price. Put your finger on your money. It is the same. Just enough money, you can buy it.”

RESOURCES/MATERIALS

Coins totaling less than 10 cents
 Calculator
 Number line 0-9
 Cue card: <<<NO
 >>>YES

ADAPTATION:

Have the students enter money in a calculator. Push minus sign. Enter price. Push equals. If the answer is preceded by a minus sign, the student should respond, “Not enough money.”



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
17. Student will determine the affordability of an item that is priced under \$0.10, with varying money amounts (\$0.01-\$0.99).	Refer to Elementary Numeration (Purchase less than \$0.10, money amounts with \$0.01-\$0.09). 1. Provide the students with money in amounts of \$.01-\$.99, a number line, and a cue card <<<NO >>>YES>>> 2. Have the students count the money, write the amount or enter it in a calculator.
<hr/> RESOURCES/MATERIALS <hr/>	3. Present an item priced \$.01-\$.09. Have the students write the price above their money amount and compare dollar to dollar amount. Cue: "If the dollar amounts are the same, we can not use them. Cross them out. Look at the dimes. Are they the same or different? If the same, cross them out. If different, put your finger on the top number on the number line. Move your finger to the dimes." Cue: "Not enough money, just enough money, more than enough money." If dimes are the same, repeat the process with leftover (cents) amounts.
Money in amounts of \$.01-\$.99 Number line 1-9 Cue card: <<<NO >>>YES Calculator	4. Cue: "The cashier/store wants zero dimes. You have # dimes. You have MORE THAN ENOUGH money. Yes, you can buy it."

ADAPTATION:

Have the students enter their personal money amounts in a calculator. Push minus, enter purchase price, push equal. If a minus sign appears in the display window, cue: "Not enough money, you can not buy it."



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
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18. Student will construct dollar bills to \$4.00, no change.

1. Provide the students with five \$1.00 bills and a money cue card for \$1.00.
2. Point to the numeral one and say: "one". Point to the decimal point and say: "dollar". Demonstrate placing one dollar under the money cue card.

1.00



Remove the dollar and say: "You do it."
Have the students practice.

3. Introduce the money cue cards for

2.00 3.00 4.00

RESOURCES/MATERIALS

Five \$1.00 bills
Refer to Teaching Aids:
Money cue cards

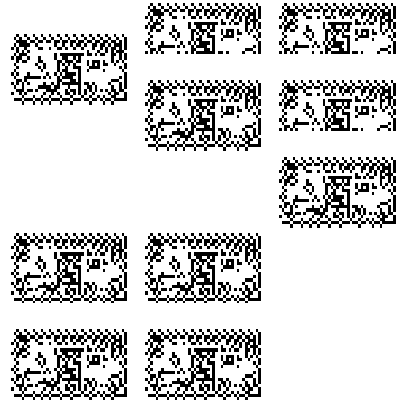


AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

Money should be patterned vertically under numeral. However, if the students are unable to count with money overlapping, allow them to pattern:



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
19. Student will present money to a cashier, wait for change and place it in a wallet.	1. Introduce the concept of receiving change during classroom practice. Have the students present money to a cashier by saying: "Wait, here's your change." 2. Train the students to receive the change, place it in their wallet and then pick up their sack or tray.
RESOURCES/MATERIALS	3. Practice these procedures routinely during community based instruction.

Change
Wallet



T.E.K.S. 111.12 (K.10) Measurement. The student uses attributes such as length, weight or capacity to compare and order objects.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
20. Student will locate price tags, signs and/or bar-coding below products.	1. Refer to the class store activities discussed in Elementary Money. 2. During community based instruction have students locate and point to the price of items, reading prices when possible.

RESOURCES/MATERIALS

Price tags
Price signs
Bar-coding



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
21. Student will read and select price tags under \$1.00.	1. Present Numeration Sheet A indicating money amounts .00-.99. (Refer to Elementary Numeration). 2. Have the students practice matching price tags presented by the teacher to those amounts represented on the numeration sheet. 3. Students should sort price tags into two groups: those “on the sheet” and those “not on the sheet.”
----- RESOURCES/MATERIALS ----- Newspaper advertisements Refer to Teaching Aids: Numeration Sheet A Money cue cards Cent cue cards	4. Have the students, using the numeration sheet and newspaper advertisements, cut out an item which is priced “less than \$1.00 and/or “on your sheet.” 5. Have the students play a matching game with prices written in dollars and prices written in cents. Example: .98 and 98¢ . 6. During community based instruction, indicate price tags “under a dollar” and explain, “This one is on our sheet.” 7. Present money cue cards [.01 - .99] and 1¢ - 99¢ and have students read or sign the amounts.



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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22. Student will use a one dollar bill to purchase items priced \$1.00 or less.

Refer to Elementary Money (Selecting price tags under \$1.00).

1. During community based instruction, students should have \$1.00 to spend. Instruct them to select an item “under a dollar” and “on the (numeration) sheet.” Cue: “Look for prices with only two numbers.” Have the students check the price with the sheet.
2. Add tax, when appropriate, on a calculator and say: “Yes, you can buy that” or “No, you can’t buy that because of tax.”
3. If a situation is predetermined to include tax (purchasing food in a restaurant or purchasing a greeting card) a Money Numeration Sheet should be utilized with inappropriate prices crossed out. Refer to example.

RESOURCES/MATERIALS

Calculator
\$1.00 bill
Refer to Teaching Aids:
Money Numeration Sheet

ADAPTATION:

Select two or more items under \$1.00 and have the students select one from the choices provided.

NOTE: *During community based instruction, which requires more than \$1.00, students should either be provided with a predetermined amount (Refer to Elementary Money) or they should match money to a visual cue (Refer to Elementary Money).*



NUMERATION SHEET A

.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
.10	.11	.12	.13	.14	.15	.16	.17	.18	.19
.20	.21	.22	.23	.24	.25	.26	.27	.28	.29
.30	.31	.32	.33	.34	.35	.36	.37	.38	.39
.40	.41	.42	.43	.44	.45	.46	.47	.48	.49
.50	.51	.52	.53	.54	.55	.56	.57	.58	.59
.60	.61	.62	.63	.64	.65	.66	.67	.68	.69
.70	.71	.72	.73	.74	.75	.76	.77	.78	.79
.80	.81	.82	.83	.84	.85	.86	.87	.88	.89
.90	.91	.92	.93	.94	.95	.96	.97	.98	.99

1. _____

3. _____

2. _____



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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23. Student will construct dimes, nickels and pennies to \$0.49.

1. Provide the students with money cue cards to put into proper sequence [.10] – [.19].
2. Demonstrate patterning. Cue: “No dollars, one dime and #,” while placing money below the numerals.
Example:



RESOURCES/MATERIALS

Standard money container
Refer to Teaching Aids:
 Money cue cards
 Coin stamp cue cards
 Money Numeration Sheet

3. Have the students check their work by following the cue: “One dime and six, that’s sixteen.”
4. When mastered, introduce [.20] - [.29]. Put money cue cards into sequence. Make the pattern. Each time cue: “No dollars, 2 dimes and #.”
5. Have the students check their work by saying “Two dimes and seven, that’s 27.”
6. Continue this procedure through [.49].
7. Review the concept of “making dimes”, if there are not enough in the money container, or skip this step.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

NOTES:

1. *During this phase of instruction, the students should be evaluated with money cards in dollar amounts.*

1.01 - 1.49

2.01 - 2.49

3.01 - 3.49

4.10 - 4.49

Instruction from “No dollars” to “one dollar” is an easier transition for some students than the transition from [.49] – [.99].

2. *Begin counting by tens (10, 20, 30, 40) during this phase of instruction as a second method of checking students’ work. This will provide the students with “listening” practice. Also point out to the students that their numeration sheet (Refer to Elementary Numeration Money to \$0.99) has a row of dimes, which will aid visual learners. It is not necessary for the students to master this skill, even when constructing money in the hundreds of dollars, but it trains auditory memory.*



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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|--|---|
| 24. Student will count dimes, nickels, and pennies to \$0.49, when nickels and pennies equal less than \$0.10. | <ol style="list-style-type: none">1. Provide the students with coins (dimes, nickels, and pennies) progressing in difficulty from [.01] – [.49].2. Instruct the students to “Make dimes and leftovers.”
Example: D N
 D P
 D3. Count and say: “3 dimes and 6, that’s 36.” |
|--|---|

ADAPTATION:

If the students are non-verbal or do not make the connection, have them enter the amount in a calculator. Cue: “Push NO dollars – zero dot 36 or have them write the number of dimes and the number of leftovers and read the amount.

RESOURCES/MATERIALS

- Dimes
- Nickels
- Pennies
- Calculator



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

	OBJECTIVE	TEACHING ACTIVITIES
25.	Student will use vending machines requiring change under \$0.50.	<ol style="list-style-type: none">1. Provide the students an opportunity to buy a gumball for 10¢ during community based instruction. Emphasize that machines with a turn dial require an exact amount of money.2. Develop a flip-card cue for a soft drink/ vending machine at school and teach the use of coins in combination for slot-type machines.3. Demonstrate the use of a coin return lever.4. Have the students practice using coin-operated clothes dryers. Use the “constructing money” method to demonstrate that the price on the machine is “__ dimes” or “__ dimes and five.” Students should pattern money. Check and correct if necessary.
	RESOURCES/MATERIALS	
	Gumball Pay phone Vending machine cue cards	

NOTE:

Provide change for a quarter during this phase of instruction.

5. Display vending machine cue cards. Have students practice by “constructing money”, with no pennies.
6. Students should practice using a pay phone.



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

	OBJECTIVE	TEACHING ACTIVITIES
26.	Student will write cash amounts to \$0.99.	<ol style="list-style-type: none">1. Provide relevant examples (french fries at McDonald's, a carton of milk in the cafeteria, etc.) for practice. Instruct the students to write \$0.59. Ask: "dollars?" "No dollar – write zero dot 5 dimes—make a 5 and a 9, that's 59."2. With numbers (20, 40, 80, etc.), cue: "No dollars—twenty, two dimes." "Did I say any leftovers?" Write zero.3. Introduce money \$.01-\$.09. For example, present: "1 cent" - .01. Ask: "Did I say 31, 41,61?" Students respond "No." Cue: "Write No dollars-zero dot, no dimes, just 1."
	RESOURCES/MATERIALS	
	Calculator	

ADAPTATION:

If the students are unable to write numbers, have them enter the number in a calculator.



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
27. Student will recognize that a quarter equals \$0.25 and will read the word “quarter”.	<p><i>NOTE:</i> <i>This objective may be separated into 2 objectives. It is suggested, however, that they be taught as one concept.</i></p> <ol style="list-style-type: none"> 1. Provide the students with a container of pennies, nickels, dimes and quarters. Request the students to sort the coins into four groups.
<hr/> RESOURCES/MATERIALS <hr/>	
Pennies Nickels Dimes Quarters Grab bag filled with coins Paper cups Folder Refer to Teaching Aids: Enlarged picture of a quarter	<ol style="list-style-type: none"> 2. Using an enlarged picture of a quarter. Point out the characteristics and attributes (size and the bird on the back). 3. Using a grab bag filled with coins, challenge the students to feel and find a quarter. 4. Hide a nickel, dime and quarter under separate paper cups. Have the students play the “Shell Game”. Students win if they uncover the quarter because “it is the most money.”
	<ol style="list-style-type: none"> 5. Visit school vending machines to locate the word “quarter”. Explain why the coins that can be used are specifically stated. 6. Design a folder game to practice inserting quarters, nickels, and dimes or quarters only as shown on vending machines. 7. Provide the students with a collection of coins and have them sort the quarters into a container marked “QUARTERS ONLY”. 8. During community based instruction, students should locate vending machines with the word “QUARTERS” and the symbol 25¢ displayed. 9. Present the money cue card [.25] and say: “This is a quarter. What is a quarter? Two dimes and five, that’s twenty five.”



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
28. Student will count quarters to \$0.75.	Refer to Elementary Money (Recognizing quarters). <ol style="list-style-type: none">1. Display one quarter and ask: "How much money?" Students should respond. If not, cue: "Twenty-five." Have the students practice.2. Display two quarters and ask: "How much money?" Students should respond. If not, cue: "Fifty." Have the students practice touching quarters and saying "twenty-five, fifty."
RESOURCES/MATERIALS Quarters	<ol style="list-style-type: none">3. Display three quarters and ask: "How much money?" Students should respond. If not, Cue: "Seventy-five." Demonstrate counting "twenty-five, fifty, seventy-five" and have the students practice.



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

	OBJECTIVE	TEACHING ACTIVITIES
29.	Student will recognize a sales receipt.	<ol style="list-style-type: none">1. Display various types of sales receipts on the bulletin board.2. Have the students sort the receipts with other strips of paper.3. During community based instruction, insist that the students retain sales receipts. They must be presented to the teacher upon return to school.

RESOURCES/MATERIALS

Various types of sales receipts
Strips of paper



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
30. Student will enter cash amounts into a calculator.	<ol style="list-style-type: none"> 1. Following practice with a calculator for computation (refer to Elementary Computation), instruct the students to “Find the dot” on their calculator. 2. Instruct the students by cuing: “When you say dollar, you do this” and push the decimal point button on the calculator.
----- RESOURCES/MATERIALS -----	<ol style="list-style-type: none"> 3. Tell the students to follow instructions: “No dollar. Push zero, dot.” Practice.
<u>Menu Math for Beginners</u> (Remedia) <u>Grocery Store Math for Beginners</u> (Remedia) Calculator Picture menus Newspaper advertisements Refer to Teaching Aids: Money cue cards	<ol style="list-style-type: none"> 4. Have the students practice entering prices presented visually and auditorially into the calculator. Assist with verbal cues. 5. Have the students use picture menus to locate prices of specified items. Tell them to enter the amounts in a calculator. 6. Have the students locate prices in newspaper advertisements and enter them in a calculator. 7. Provide opportunities for practice by having the students use amounts on money cue cards to put into a calculator. 8. Develop a job using five advertisements (making sure there are decimal points in the prices) and five calculators. Tell the students to enter the amount in a calculator and place the calculator on top of the advertisement to be checked. 9. During community based instruction, assign the students to locate certain prices and enter them in the calculator.



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
31. Student will save money for a particular purpose.	Refer to Elementary Money (Classroom store). <ol style="list-style-type: none">1. Raise the prices of items periodically to emphasize the necessity of saving money.2. Establish a banking area in the class. Encourage the students to “deposit” their money and “withdraw” it for purchases.
<hr/> RESOURCES/MATERIALS <hr/>	<ol style="list-style-type: none">3. Plan an outing for future date. Request parents to send a portion of the needed money weekly or daily until the amount needed is reached. Periodically review with the students how much money they have “saved” and how much more they need to save.4. Emphasize the concept of saving with a “Reaching Our Goal” type display, similar to that utilized by United Way.5. Use a clear jar marked with a line to represent a desired goal. Have the students place earned pennies in the jar. When pennies reach the line, allow the students to engage in the predetermined activity.
Classroom store Store items Bank area in classroom “Reaching our Goal” display Clear jar	<p><u>NOTE:</u> <i>One way to establish a savings account for students to use on community based instruction, ask parents to send a small amount (\$1) to school each week. Students can deposit the money into their accounts and withdraw it for special activities.</i></p>



T.E.K.S. 111.12 (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
32. Student will determine which of two, 2-digit prices is less expensive or cheaper.	1. Introduce the terms “more expensive”, and “less expensive” and “cheaper”. 2. Give the students a number line from 0 to 9, in a vertical display with 0 at the bottom. 3. Tell the students to locate two different numerals on the number line. Ask the students which of the two numerals are “on the bottom”. Repeat the procedure several times
----- RESOURCES/MATERIALS -----	
Vertical number line 0-9 Cards with a two-digit price Refer to Teaching Aids: Money Numeration Sheet	4. Following the mastery of single digits, give the students two cards. Write a two-digit price on each card. Make sure the first numbers are different. (.48 and .83). Instruct the students to look at the first number in each price and find those two numbers on their number lines. The price that has the lower number (“the number on the bottom” is the “less expensive” or “cheaper” item.) 5. Following mastery of two-digit values when the first number is different, introduce two two-digit values in which the first digit is the same. (.62 and .68). Tell the students “When the first numbers are the same, go to the second number. Have the students find the numbers on the number line, identify the bottom number, and select this price as the “less expensive” or “cheaper”. 6. Following mastery, present the students with two prices which are identical. Instruct them that these are the same price, and that they can choose whichever product is preferred. 7. Provide mixed practice.



AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. During community based instruction, demonstrate the procedure as it is used in shopping.

ADAPTATION:

Have the students use the Money Numeration Sheet and mark through the two prices. Select the price “closest to the top” as the “less expensive or cheaper,” if appropriate. If the prices are on the same row, tell the students to slide their finger from left to right, and select the first price. It will be the “less expensive” or “cheaper” item.



T.E.K.S. 111.12 (K.13) Underlying process and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
33. Student will spell number words one through ten as a prerequisite to check writing.	1. Present the following auditory program and have the students model. Accompany with cues. <ul style="list-style-type: none"> a. One is so easy. Just (O-N-E)asy. b. At my house I have 2 (T)V's. Make a (W). How many do we have in our room? zer(0). (TWO). c. Stick out your tongue and say {TH}, 3 fingers up {REE}. (THREE) that spells 3. d. Listen, {F}our. Make (F-O-U-R) so smart. You can spell four. e. I lo{V}e, five. Listen {F}ive. Make {F}(I) lo{V}e, (five) cause we can count 5, 10, 15, 20. f. Remember that old rhyme "1-2 buckle my shoe, 5-6 pick up sticks? Nobody told you how dangerous it is. See, there are the stic{{KS}}, but right over here there's a {S}nake: (S)(X) Who's brave enough to get the sticks? (I) will. (SIX). g. Listen {S}eve{N}. Hear a (S) and a (N)? Put an (E) and an (E). Good job, give yourself a check. That's a (V) in the middle. (SEVEN). h. How many times do you Moo-Moo when you sing "old McDonalds?" I'll sing-you count. (With a moo-moo here and a moo-moo there, here a moo, there a moo, everywhere a moo-moo, Old McDonald had a farm E-I-E-I-O.) Eight-that's right! Now you know why I spell eight (E-I)O, make a (G). Bounce on (G), sing "ABCDEFFG, (H) comes next and then a (T). (EIGHT). i. Listen, nine. Hear a (N) and a (N). Squeeze in an (I), end with an (E). (NINE). j. Listen, ten. Hear a (T) and a (N). It's easy. Put an (E). (TEN). 2. Cue students verbally as they spell number words presented randomly.

RESOURCES/MATERIALS



T.E.K.S. 111.12 (K.13) Underlying process and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
34. Students will leave a tip, with adult assistance.	<ol style="list-style-type: none"><li data-bbox="730 451 1318 672">1. During community based instruction, demonstrate the use of a calculator (tax times 2 rule) or a tip chart to figure tip for students. Refer to High School Money (Figures tip).<li data-bbox="730 672 1318 777">2. Have the students practice “constructing” the amount of tip needed. Cue: “No pennies.”<li data-bbox="730 777 1318 892">3. Make sure students leave their tips on the table for the waiter or waitress as they leave the restaurant.

RESOURCES/MATERIALS

Calculator



T.E.K.S. 111.12 (K.11) Measurement. The student uses time and temperature to compare and order events, situations, and/or objects.

AREA: Money

OBJECTIVE	TEACHING ACTIVITIES
35. Student will use a calculator, when tenths and/or hundredths are not displayed.	1. Display an enlarged calculator reading that says 3. Cue: "Dot says dollars, when the problem is money." Provide various examples for the students to practice stating the amount and/or writing the amount requested. 2. Increase the dollar value to hundreds.
RESOURCES/MATERIALS	3. Display an enlarged calculator reading that says "3.4". Cue: "Dot says dollars, when the problem is money." Three dollars, 4 dimes and none" while pointing to the numerals and the empty space. Provide examples for the students to practice stating the amount and/or writing the amount requested.
Enlarged calculator	4. Provide mixed practice.

