

# Money:

# Beginning Math Series

Grades 1-3

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## Introduction

Money occupies a very major role in society today. It is used to buy the basics in life such as food, shelter, and clothing. Everyone needs money in order to survive. For these reasons young students should become familiar with its concepts and values. This unit has been prepared for the teacher and the students so that the many concepts pertaining to money can be taught, practised, and reinforced.



## Objectives

- To develop the recognition and understanding of the values of various forms of Canadian money.
- To provide the students with the opportunity to manipulate and use money correctly.
- To teach the importance of money in our society.



## Teacher Input Suggestions

1. Begin collecting any of the various items listed below early. Place an empty box in a specified place in the classroom. Encourage your students to bring in the items from home as well.

toys, cereal boxes, books, games, cookie packages, cracker boxes, jars, cans (clean), plastic fruits, plastic food (toy food), old clothes, cash register, plastic bags (grocery)

- Many of the items will be used at the Play Store Centre.
  - Price each article and put a price tag on each one.
  - Display the articles at the centre.
2. Locate commercial sets of play money and place the money at the Play Store Centre. Use the plastic bags for the student purchases.
  3. The various activity cards and reproducible worksheets have not been numbered. There is a blank line after each centre title.

### Example: Working With Words \_\_\_\_\_

- On the line the teacher can record his or her own number.
- The activity cards should be coloured, mounted and laminated.
- The activity cards may be reproduced and used as reproducible worksheets as well.
- Reproduce the worksheets and store them in file folders for the students to complete at different centres. Attach a worksheet to the outside of each folder so that the student will know what is inside the file folder.
- If the activities are laminated and used as activity cards the students could use washable pens to record their answers on the cards. Clear acetate sheets may also be used if a laminator is not available. The activity cards may be placed under them or inside them.

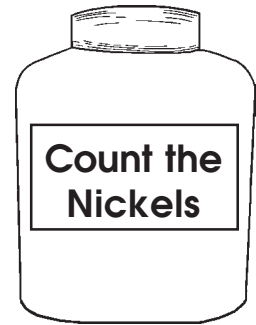
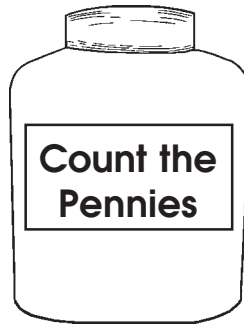
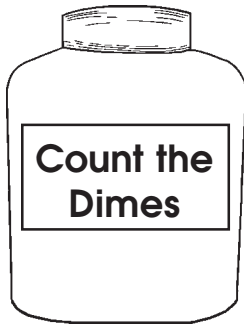


# Teacher Input Suggestions



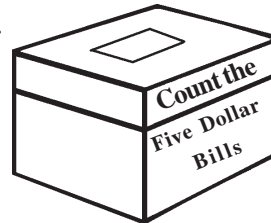
- 4. The reproducible blanks may be used for activity record sheets or collated to make story writing booklets. The students might like to use the booklets as wish booklets. In the booklets they would pretend that they had some money to spend and paste pictures of things that they could buy inside (e.g., If I had one hundred dollars to spend I would buy a .....).
- 5. At the Counting Centre place lots of play money for counting by 1's, 2's, 5's 10's.
  - Jars could be filled with play money coins. On the jar put a label.

### Example:



- Have the students estimate the amount first and record it on paper and then count it by 1's, 2's, 5's, 10's.
- Play money bills can be stored in individual boxes.

### Example:



- Design a record sheet and have the students record the money that they have estimated and counted.

### Example:

Estimate	Money	
_____	_____	<b>penny jar</b>
_____	_____	<b>nickel jar</b>
_____	_____	<b>dime jar</b>
_____	_____	<b>quarter jar</b>
_____	_____	<b>five dollar box</b>

## Chart Stories

- Throughout the resource develop a chart story, poem, or a riddle about a different coin each day.
- Have the students practise reading them as a group or independently.
- Use the charts to teach and review many phonetic and language concepts and skills.



## Bulletin Board Display



- Use the money pictures in this resource to display on a bulletin board. Discuss the different types of money.
- or
- Cut off the text on the picture card. Have students match the text to the coin.
- or
- On your bulletin board display pictures of various types of stores and people shopping. Use the pictures for discussion and as a lead in to the topic of money.



## Introduction



Introduce the topic of money in any of the following ways.

- Bring in real money and discuss the following:
  - the shape of each coin and bill
  - the material used to make the money
  - the value of each piece
  - the pictures on both sides of each piece
  - compare the weight and size of the coins
  - the date and the age of each piece
  - the colour of the coins and the paper money
- Set up a make-believe store where the children can be customers as well as store-keepers. The children can practise counting back change.
- Take your class on an excursion to a local grocery store or department store.
- Have them practise reading price stickers and purchasing items.
- Make up riddles about the money display pictures and have the students locate them.



## Discussion Topics



Any of the following topics may be discussed throughout the unit.

- Importance of money
- Ways people in the past bought things - traded, bartered
- Where money is made - mint
- How money is made - printed, designed, stamped
- Problems caused by money
- Other kinds of money - franc, shilling, pound, peso, lira, shekel, etc.

The following money expressions should be used in sentences and explained. Perhaps the students could guess their meanings initially.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| • penny for your thoughts            | • penny wise and dollar foolish |
| • money burns a hole in one's pocket | • money doesn't grow on trees   |
| • put your money where your mouth is | • I'm not made of money         |
| • all that glitters is not gold      | • saving for a rainy day        |
| • money is the root of all evil      |                                 |



## Excursions/Visitors



1. Invite a coin collector to come to your classroom to show displays of coins and to talk about coin collecting.
2. Perhaps a local bank will provide a tour for your students and familiarize them with the importance of saving and having a bank account.
3. Perhaps your class could visit a local museum to view different kinds of coins and money from the past.



## List of Vocabulary



money, paper, buy, nickel, silver, trade, dime, maple leaves, barter, quarter, deer, cash, penny, beaver, cheque, cent, Queen Elizabeth, dollar sign, copper, Prime Ministers, sign, loonie, loon, wallet, dollar, bank, purse, lend, borrow, allowance, coins, change, piggy bank, rich, poor, miser, greedy, generous, thief, steal, bank, robber, mask, two dollar coin, toonie



## List of Resources



### Teacher's Resources:

*Canadian Money Chart*, SST1-05. S&S Learning Materials, Canada; ©2000

Drobat, Eve. *Everything You Want to Know About Money*. Greey de Pencier Books, Canada; ©1987

### Fiction:

Berenstain, Stan & Jan. *The Berenstain Bears Trouble With Money*. Random House, New York; ©1981

Hoban, Lillian. *Arthur's Funny Money*. Harper Trophy; ©1981

Hoban, Russell. *A Bargain for Frances*. Harper & Rowe, Publishers; ©1970

