

Attainment's

Adapting Math Curriculum



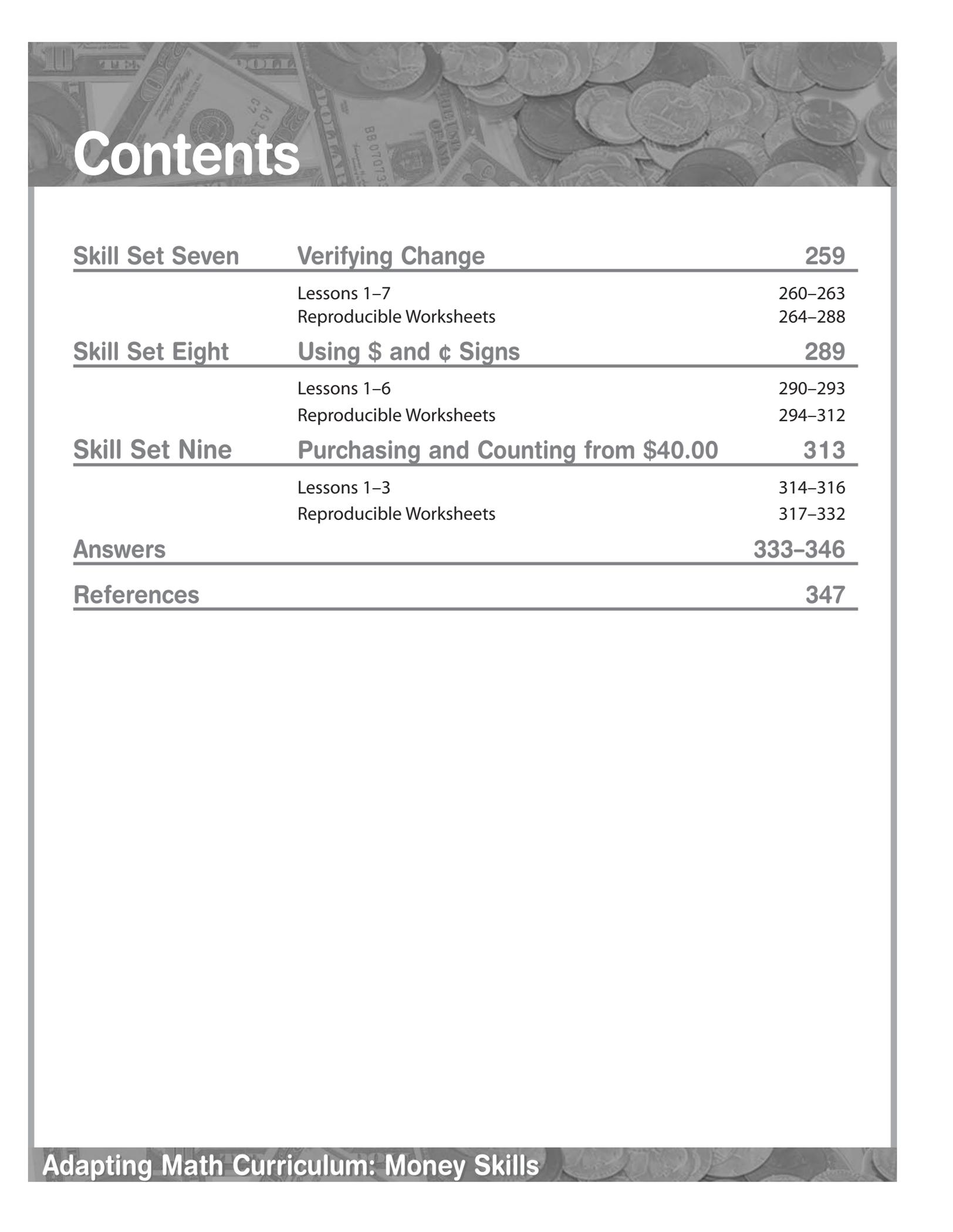
Money Skills

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Illustrated by Jo Reynolds

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Skill Set One

Identifying

Coins and Dollars



Skill Set One

Objective

Will identify and name coins and bills to ten dollars.

Instructions

Skill Set One focuses on learning to identify coins and bills. You can teach all the coins identified in the skill set, or teach one at a time using Skill Set Two to teach coin value, or go to Skill Set Three to teach how to count like coins before you introduce new coins/bills.

You can use this skill set to teach all coins and bills to ten dollars, or teach only those the student doesn't know. When introducing a new coin or bill, teach the fronts and backs so students learn the differences between coins and bills.

Each Skill Set One lesson begins with its objective, lists materials and worksheets you need to get organized, and outlines a step-by-step Teaching Procedure. One to three worksheets per lesson give students ample practice in identifying coins. The teacher chooses how many worksheets a student needs to learn to identify and name all of the coins/bills to ten dollars. Skill Set One also includes a worksheet for more-advanced students to identify bills to one hundred (p. 54), plus worksheets for you to design for additional student practice (pp. 55 and 56).

After students have learned to identify all the coins, pair them with partners to play **Monominoes** (pp. 57–60). Additional Monominoes are provided for students who also know bills to ten dollars.

Standards

NUMBER and OPERATIONS:

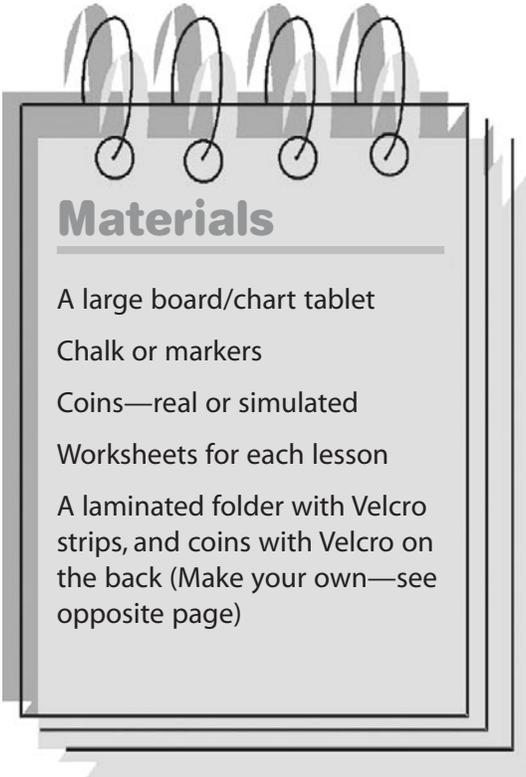
- Construct number meanings through real-world experiences and the use of physical materials.
- Develop a number sense.
- Interpret the multiple uses of numbers encountered in the real world.

ALGEBRA:

- Sort, classify, and order objects by size, number, and other properties.

CONNECTIONS:

- Use mathematics in daily lives.



Materials

A large board/chart tablet
Chalk or markers
Coins—real or simulated
Worksheets for each lesson
A laminated folder with Velcro strips, and coins with Velcro on the back (Make your own—see opposite page)

Lesson One

Objective

Will identify and name a penny.

Materials

Set of mixed coins, including pennies.

Teaching Procedure

Explain to students that they will learn how to identify and name coins and bills, which are our money. Start with the coin with the least value.

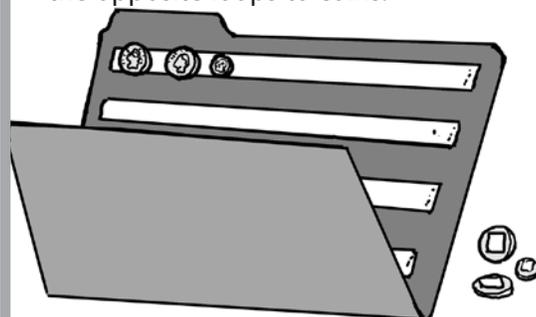
1. Hold up a penny and say: "This is a penny. What coin is this?"
2. Give each student a penny and ask how to tell a penny from other coins; e.g., a penny is made of copper and is a different color from other coins.
3. Lead students through other ways to identify a penny.
4. Write the observations on the board.
5. Place a row of coins with pennies in it and have students identify and name the pennies from the set. Be sure that students can identify the front and back of pennies.
6. Place a row of coins in front of a pair of students. Have one student identify and name pennies from the row as she hands the coins to her partner. Next, have the students switch roles. (A laminated folder with Velcro strips can be used for students with poor fine motor or organizational skills.)
7. Assign the **Penny Toss** and **Treasure Chest** worksheets for students to complete.
8. When students are firm in identifying the penny, go to Lesson Two in this skill set or to Skill Set Two to teach the value of the penny.

Teaching other coins and bills follows the same lesson format.



A helper for students who have trouble organizing

A laminated Velcro folder makes it easier for students with poor fine-motor or organizing skills to count coins. Use a regular file folder, laminate it, and add adhesive-backed Velcro strips to the inside. Apply Velcro with the opposite loops to coins.



Lesson Two

Objective

Will identify and name a nickel.

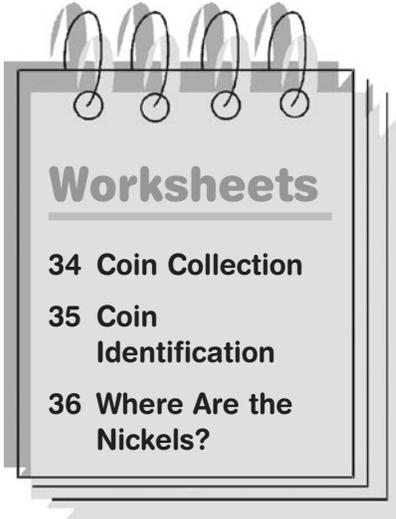
Materials

Sets of coins, including pennies and nickels.

Teaching Procedure

Review the identification of the penny.

1. Hold up a nickel and say: "This is a nickel. What coin is this?"
2. Give each student a nickel and ask how to tell it from other coins. Identification of the nickel can include recognizing the head of Jefferson on the coin front and how to differentiate him from other famous people on dimes, quarters, etc.
3. Lead students through other ways to identify a nickel.
4. Write their observations on the board.
5. Place a row of coins with nickels in it and have students identify the nickels from the set. Be sure that students can identify the front and back of nickels. (For students who are struggling with coin identification, start with pennies and nickels. Slowly include other coins or bills.)
6. Place a row of coins in front of a pair of students. Have one student identify and name nickels from the row as she hands the coins to her partner. Next, have the students switch roles. (A laminated folder with Velcro strips can be used for students with poor fine-motor or organizational skills.)
7. Assign the **Coin Collection**, **Coin Identification**, and **Where Are the Nickels?** worksheets for students to complete.
8. When students are firm in identifying the nickel, go to Lesson Three in this skill set or to Skill Set Two to teach the value of the nickel.



Worksheets

34 Coin Collection

**35 Coin
Identification**

**36 Where Are the
Nickels?**

Lesson Three

Objective

Will identify and name a dime.

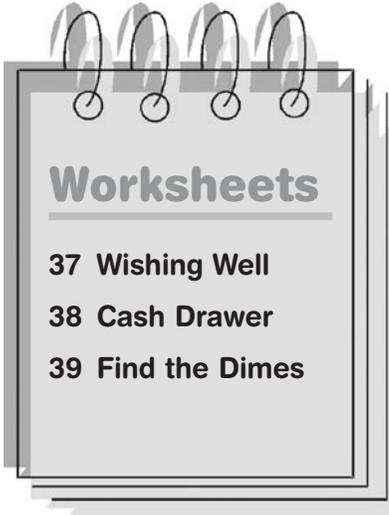
Materials

Sets of coins, including dimes.

Teaching Procedure

Review previously taught coins.

1. Hold up a dime and say: "This is a dime. What coin is this?"
2. Give each student a dime and ask how to tell it from other coins. Identification of a dime can include its size; the dime is smaller than other silver-colored coins.
3. Lead students through other ways to identify a dime.
4. Write their observations on the board.
5. Place a row of coins with dimes in it and have students identify the dimes from the set. Be sure that students can identify the front and back of dimes. (Start with a row of pennies, nickels, and dimes for the student to learn how to identify and the name of a dime. Slowly include other coins/bills.)
6. Place a row of coins in front of a pair of students. Have one student identify and name dimes from the row as she hands the coins to her partner. Next, have the students switch roles. (A laminated folder with Velcro strips can be used for students with poor fine-motor or organizational skills.)
7. Assign the **Wishing Well**, **Cash Drawer**, and **Find the Dimes** worksheets.
8. When students are firm in identifying dimes, go to Lesson Four in this skill set or to Skill Set Two to teach the value of the dime.



Worksheets

37 Wishing Well

38 Cash Drawer

39 Find the Dimes

Lesson Four

Objective

Will identify and name a quarter.

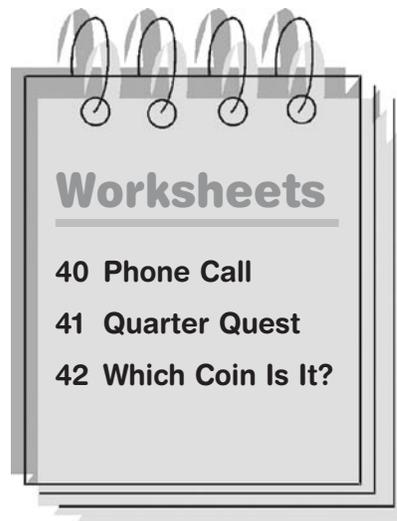
Materials

Sets of coins, including quarters.

Teaching Procedure

Review previously taught coins.

1. Hold up a quarter and say: "This is a quarter. What coin is this?"
2. Give each student a quarter and ask how to tell it from other coins. Identification can include recognizing the head of Washington on the front. Emphasize that with the state quarters, the backs are different. Show the backs of the standard one and some of the state quarters. Tell the student that the fronts are all the same.
3. Lead students through other ways to identify a quarter.
4. Write their observations on the board.
5. Place a row of coins with quarters in it and have students identify the quarters from the set. Be sure that students can identify both the front and back. (Start with a row of previously taught coins. Some students struggle with learning the difference between the quarter and nickel. Place a set of nickels and quarters in front of them; slowly add other coins to the set until the students can identify all coins. Give ample practice identifying these two coins.)
6. Place a row of coins in front of a pair of students. Have one student identify and name quarters from the row as she hands them to her partner. Next, have the students switch roles. (A laminated folder with Velcro strips can be used for those with poor fine motor or organizational skills.)
7. Assign the **Phone Call**, **Quarter Quest**, and **Which Coin Is It?** worksheets.
8. When students are firm in identifying quarters, go to Lesson Five in this skill set or to Skill Set Two to teach the value of the quarter.



Lesson Five

Objective

Will identify and name a half-dollar.

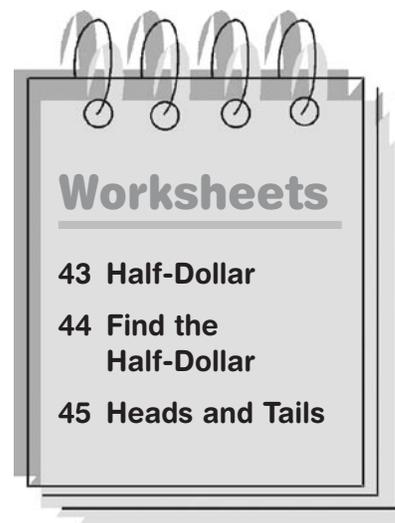
Materials

Sets of coins, including half-dollars.

Teaching Procedure

Review previously taught coins. Explain to students that they won't see a half-dollar often, but need to recognize it when it's given as change from a purchase, or possibly as a gift from a relative.

1. Hold up a half-dollar and say: "This is a half-dollar. What coin is this?"
2. Give each student a half-dollar and ask how to tell it from other coins. Identification of a half-dollar includes the picture of the head of John F. Kennedy on the front of the coin.
3. Lead students through other ways to identify a half-dollar.
4. Write their observations on the board.
5. Place a row of coins with half-dollars in it and have students identify and name them from the set. Be sure students can identify the front and back of half-dollars. (Start with a row of previously taught coins. Some students struggle with differentiating half-dollars from quarters and nickels. Place a set of quarters and half-dollars, or nickels and half-dollars, in front of the student until discriminating the coins becomes firm. Slowly add other coins to the set until the student can identify all coins.)
6. Place a row of coins in front of a pair of students. Have one student identify and name half-dollars from the row as she hands the coins to her partner. Next, have the students switch roles. (A laminated folder with Velcro strips can be used for those with poor fine motor or organizational skills.)
7. Assign the **Half-Dollar**, **Find the Half-Dollar**, and **Heads and Tails** worksheets.
8. When students are firm in identifying half-dollars, go to Lesson Six in this skill set or to Skill Set Two to teach the value of the half-dollar.



Lesson Six

Objective

Will identify and name a dollar coin.

Materials

Sets of all coins.

Teaching Procedure

Review previously taught coins. Tell the student that, like the half-dollar, the dollar coin is not used very often. However, there are some places that give it as change and the student must be able to identify and name the coin.

1. Hold up a dollar coin and say: "This is a dollar coin. What coin is this?"
2. Give each student a dollar coin and ask how to tell it from others. Some ways to identify it include its color and the picture of George Washington on the front of the coin.
3. Lead students through other ways to identify a dollar coin.
4. Write their observations on the board.
5. Place a row of coins with dollar coins in it and have students identify and name dollar coins from the set. Be sure students can identify the front and back of the dollar coin. (Place a set of quarters and dollar coins, nickels and dollar coins, or half-dollar and dollar coins in front of the student until discriminating the coins becomes firm. Slowly add other coins to the set until all coins can be identified.)
6. Place a row of coins in front of a pair of students. Have one student identify and name dollar coins from the row as she hands the coins to her partner. Next, have the students switch roles.
7. Assign the **Find the Dollars**, **Treat a Friend**, and **Coin Sort** worksheets.
8. When students are firm in identifying dollar coins, go to Lesson Seven in this skill set or to Skill Set Two to teach the value of the dollar coin.



Worksheets

46 Find the Dollars

47 Treat a Friend

48 Coin Sort

Lesson Seven

Objective

Will identify and name a dollar bill.

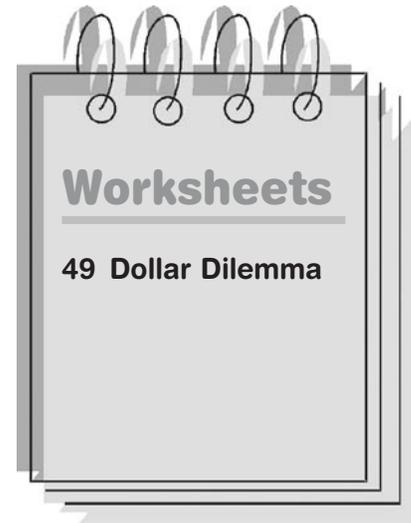
Materials

Sets of coins and bills.

Teaching Procedure

Explain that in order to carry larger amounts of money, people use bills rather than coins. Explain why it is made out of paper. (Bills take up less room than coins and don't weigh as much.)

1. Hold up a dollar bill and say: "This is a dollar bill. What bill is this?"
2. Give each student a dollar bill and ask how to tell it from others. (Identify the number one in the corners on both sides of the bill.)
3. Lead students through other ways to identify a dollar bill.
4. Write their observations on the board.
5. Place a row of bills with dollar bills in it and have students identify and name the dollar bills from the set. Be sure that students can identify the front and back of bills.
6. Place a row of bills in front of a pair of students. Have one student identify and name dollar bills from the row as they are handed to her partner. Next, have the students switch roles.
7. Assign the **Dollar Dilemma** worksheet.
8. When students are firm in identifying dollar bills, go to Lesson Eight in this skill set or to Skill Set Two to teach the value of the dollar bill.



Lesson Eight

Objective

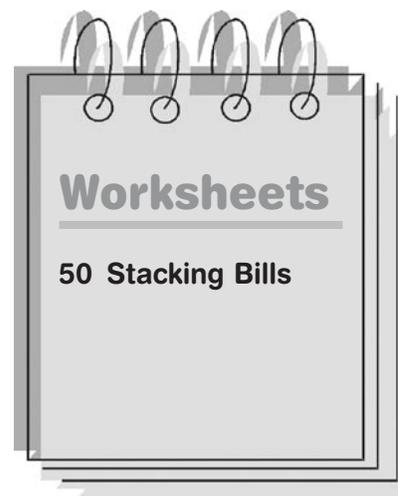
Will identify and name the five dollar bill.

Materials

Sets of coins and bills.

Teaching Procedure

1. Hold up a dollar bill and say: "This is a five dollar bill. What bill is this?"
2. Give each student a five dollar bill and ask how to tell it from other bills. For example, the number five is printed in the corners on both sides of the bill.
3. Lead students through other ways to identify a five dollar bill.
4. Write their observations on the board.
5. Place a row of bills with five dollar bills in it and have students identify and name the five dollar bills from the set. Be sure that students can identify the front and back of the bill.
6. Place a row of bills in front of a pair of students. Have one student identify and name five dollar bills from the row as she hands the coins to her partner. Next, have the students switch roles.
7. Assign the **Stacking Bills** worksheet.
8. When students are firm in identifying five dollar bills, go to Lesson Nine in this skill set or to Skill Set Two to teach the value of the dollar bill.



Lesson Nine

Objective

Will identify and name the ten dollar bill.

Materials

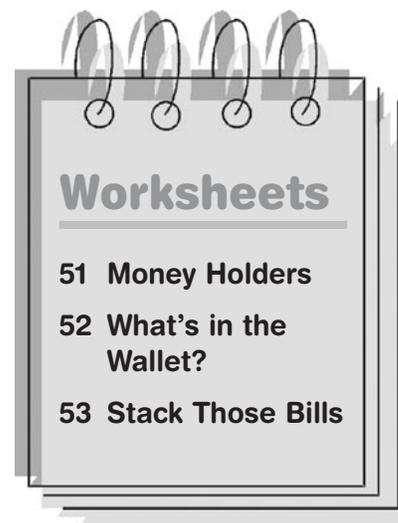
Sets of coins and bills.

Teaching Procedure

1. Hold up a ten dollar bill and say: "This is a ten dollar bill. What bill is this?"
2. Give each student a ten dollar bill and ask how to tell it from other bills (e.g., identify the number ten in the corners on both sides of the bill).
3. Lead students through other ways to identify a ten dollar bill.
4. Write their observations on the board.
5. Place a row of bills with ten dollar bills in it and have students identify and name the ten dollar bills from the set. Be sure that students can identify the front and back of bills.
6. Place a row of bills in front of a pair of students. Have one student identify and name ten dollar bills from the row as the bills are handed to her partner. Next, have the students switch roles.
7. Assign the **Money Holders**, **What's in the Wallet?**, and **Stack Those Bills** worksheets.
8. When students are firm in identifying ten dollar bills, go to teaching higher dominations of bills or to Skill Set Two to teach the value of the ten dollar bill.

Give more-advanced students the worksheet **Bills Beyond \$10.00** (p. 54), with bills to one hundred.

Teacher-made Worksheets for additional practice are at the end of Skill Set One, pp. 55 and 56.





Name _____

Date _____

Penny Toss

Directions: Circle all the pennies you can use to win a prize at the penny toss.



Bonus: How many pennies did you toss?

_____ ¢

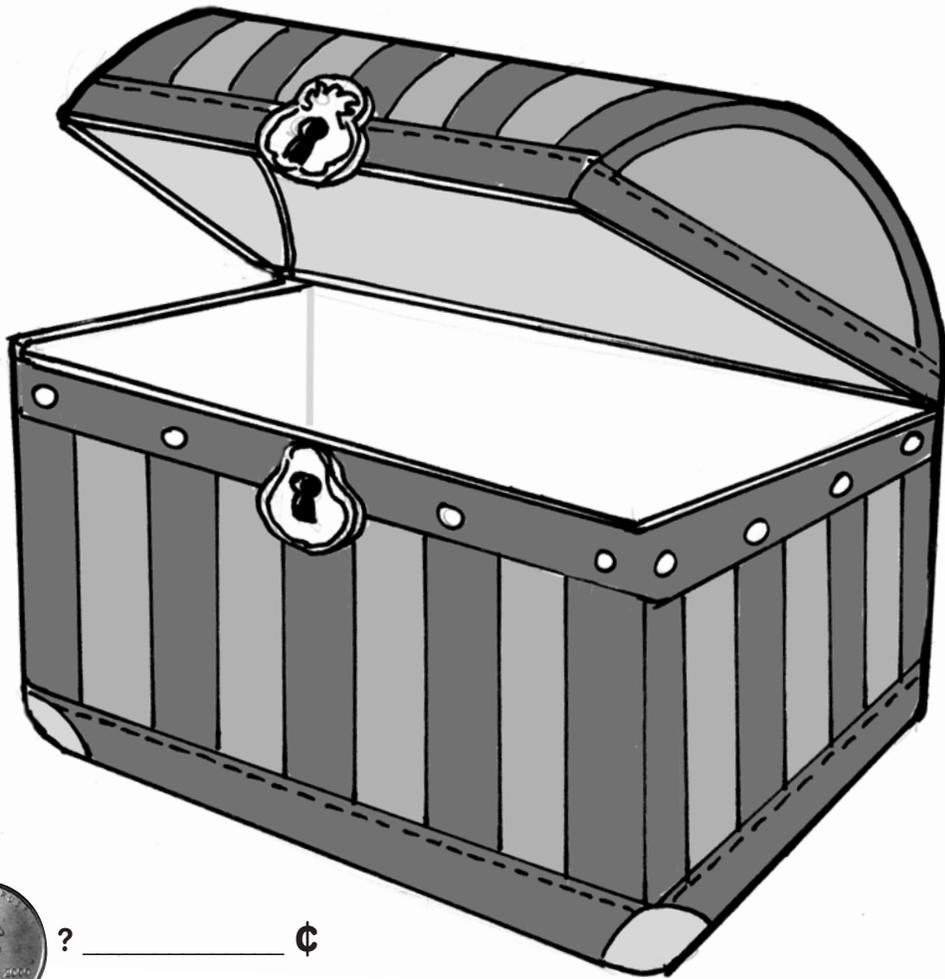


Name _____

Date _____

Treasure Chest

Directions: Put all the pennies in the treasure chest.



How many  ? _____ ¢



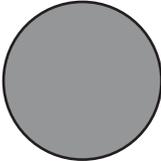
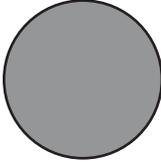
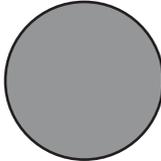
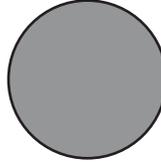
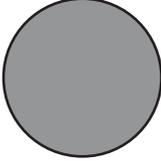
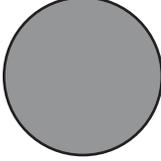
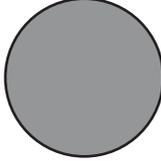
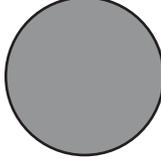


Name _____

Date _____

Coin Collection

Directions: Can you tell the nickels from the other coins?
Place all of the nickels in the coin book.

Nickels	Nickels
	
	
	
	





Name _____

Date _____

Coin Identification

Directions: Paste all the pennies in the penny jar and the nickels in the nickel jar.



How many  ? _____ ¢

How many  ? _____





Name _____

Date _____

Where Are the Nickels?

Directions: All the coins are the same color. Circle the nickels.



How many nickels did you find? _____



Name _____

Date _____

Wishing Well

Directions: Paste a dime for each wish in the well.



How many wishes? _____





Name _____

Date _____

Cash Drawer

Directions: Help the bank teller put the correct coins in the drawer.

How many  ? _____ ¢

How many  ? _____

How many  ? _____





Name _____

Date _____

Find the Dimes

Directions: All the coins are the same color. Help Sherlock find the dimes. Circle all the dimes.



How many dimes? _____

Bonus: How much? = _____

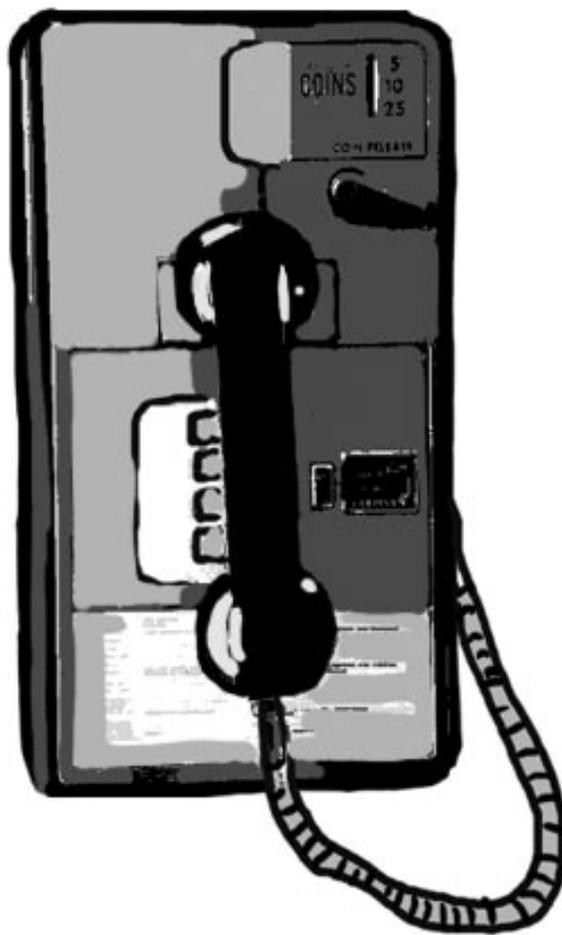


Name _____

Date _____

Phone Call

Directions: It costs 25¢ to make a phone call. Cut and paste all the quarters.



Bonus: How many phone calls were made? _____

