

MONEY

Coins and Dollars

1ST GRADE



= 25¢

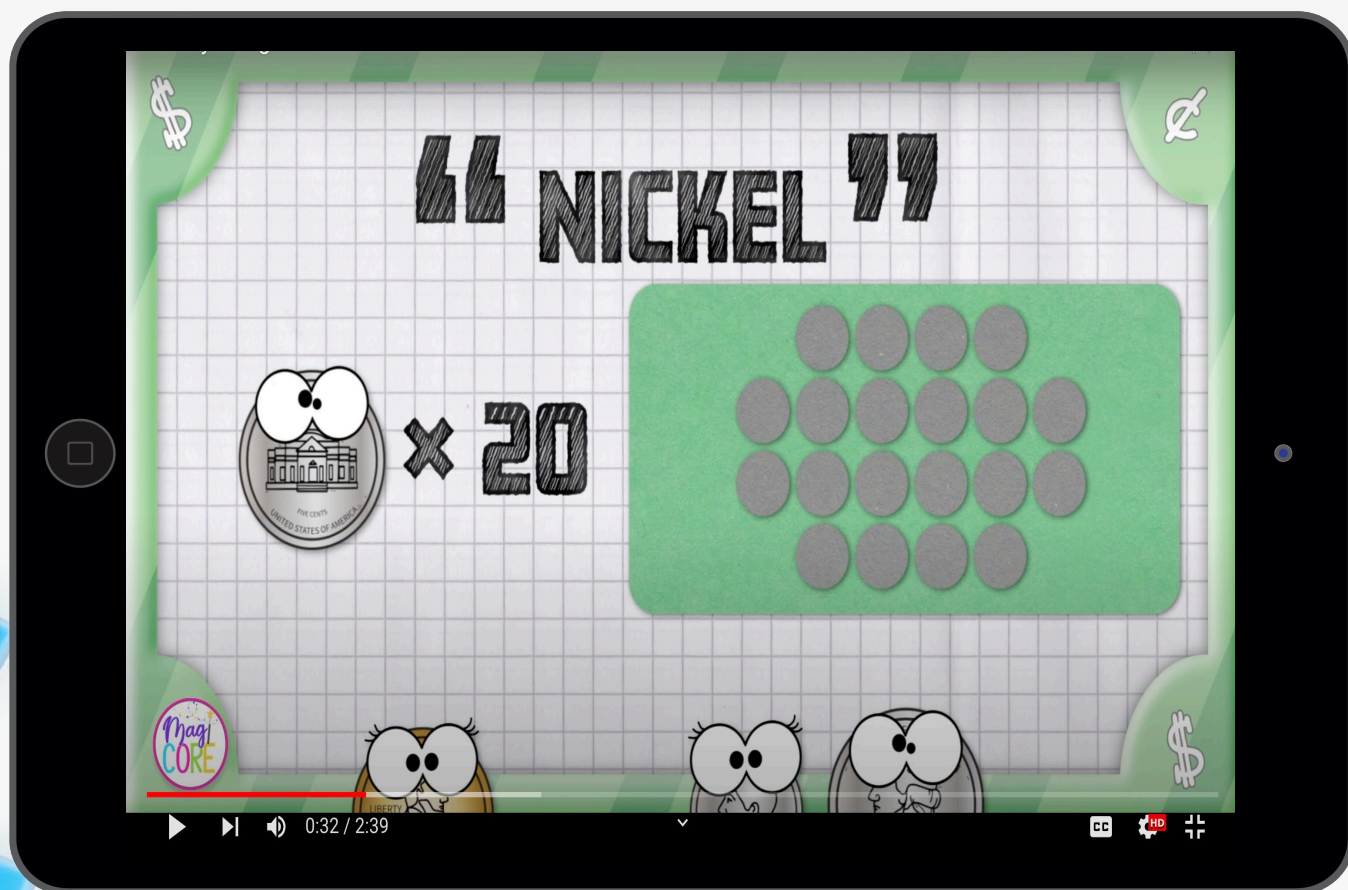


FLORIDA
B.E.S.T.
STANDARDS
MA.1.M.2.2

COMPLETE UNIT INCLUDES VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT



Make Learning Fun!
Original song and video to
introduce and reinforce the
skill.





Draw a line from the money to its correct value!

- \$10
- 25c
- 5c
- \$1
- 10c
- 1c
- 5c

One Dollar = \$1

Five Dollars = \$5

Quarter = 25c

Nickel = 5c

Dime = 10c

Penny = 1c

Each piece of money has its own value.





Name: _____ Date: _____

How Much Do You Have?

Directions: Add up the coins to figure out how much money each kid has!



I have 55 ¢



I have _____ ¢



I have _____ ¢



I have _____ ¢



I have _____ ¢



I have _____ ¢



I have _____ ¢



10¢

= 25¢



Name: _____

Date: _____

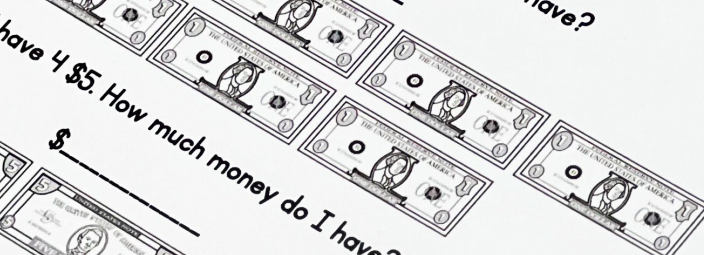
Counting Cash

Directions: Add up the bills to figure out how much money is there!

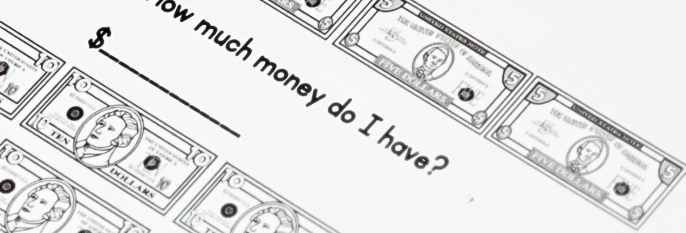
1. I have 7 \$1. How much money do I have?
\$ _____



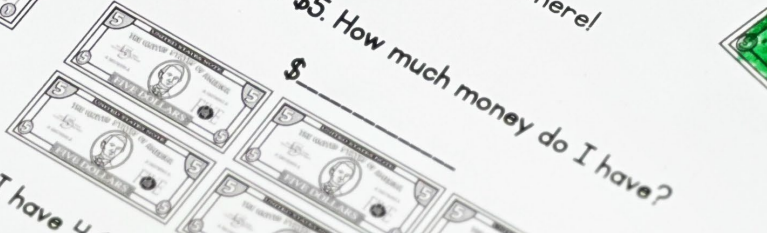
2. I have 4 \$5. How much money do I have?
\$ _____



3. I have 9 \$10. How much money do I have?
\$ _____



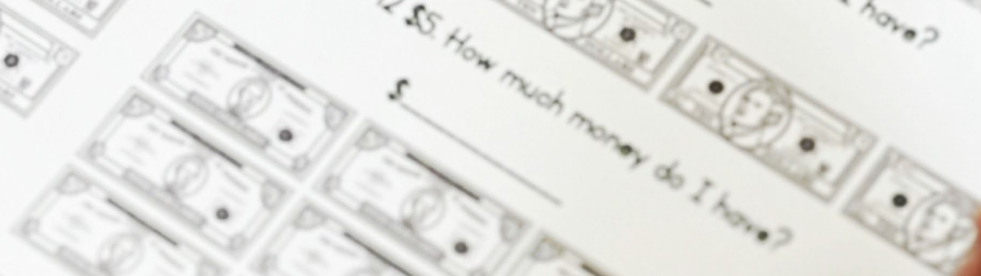
4. I have 8 \$5. How much money do I have?
\$ _____



5. I have 4 \$10. How much money do I have?
\$ _____



6. I have 12 \$5. How much money do I have?
\$ _____



MONEY

1. Pedagogy
2. Lesson Plans
3. Vocabulary Cards
4. Money Song
5. Anchor Chart: Coins (Color & BW)
6. Print Coin Set
7. Print Bill Set
8. Coin Sorter Guided Practice
9. Coin Sort Cut and Paste Worksheet
10. Skip Counting Coins Guided Practice
11. Add Coins Worksheet
12. Anchor Chart: What makes \$1?
13. Activity: Do you have \$1? (Color & BW)
14. \$1 True or False Sort Game
15. How Much Do You Have? Worksheet
16. Anchor Chart: Bills (Color & BW)
17. Activity: What do you have?
18. Bill Sort Cut and Paste Worksheet
19. Counting Cash Worksheet
20. How Much Does It Cost? Game
21. Mini-book
22. Problem Solver
23. Money Town Simulation
24. Quiz

Money

Understanding money is an important life skill that students will need to use throughout their life. Identifying coins and bills and understanding their worth is the first step in understanding money. Through building a basic knowledge of how to identify currency, knowing its value, and knowing how to count currency, students will build an awareness of money that will serve them in the future.

In this unit, students need to be interacting with currency. This can be real or fake. If your classroom comes with a set of plastic coins, those are great to use. If your classroom does not have coins, you can utilize the coin and bill print sets in this unit. The unit will begin by focusing on coins. The unit will focus on how to tell coins apart and identify them. Then, the unit will teach the value of \$1 and how to count coins, both through counting coins of the same value and a combination. Once students have mastered coins, the unit will begin focusing on bills. As with coins, the unit focuses first on teaching how to identify different bills. The unit then progresses into understanding value and counting bills of the same value and a combination. With a full picture of cents and cash, the unit will offer fun and exciting activities to simulate real currency use and economic interaction.

Students will learn to identify coins and bills accurately. Students will understand how many of each coin make \$1. Students will add a combination of pennies, nickels, and dimes, as well as add a combination of \$1, \$5, and \$10. Students

will have an engaging and educational first dive into the world of money!

Money

Day 1: Introduce the concept of money and the coins

Mini Lesson: Introduce the purpose of the lesson today: to understand what money is and how to identify certain coins.

- Show students the unit vocabulary cards.
- Watch and listen to “The Money Song” Song.
- Ask students what they already know about money. Have a few students share out.
- Explain that money is accepted as a payment for goods and services. In the United States, our currency is called the United States Dollar (USD), which consists of coins and bills.
- Today we will be focusing on coins!
- Introduce the “Coins” Anchor Chart.
- Go through each coin, its different sides, and its monetary value. Explain that these coins are called “cents” and demonstrate how to make the symbol for cents: ¢.

Guided Practice: Use the “Coin Sorter Guided Practice” activity to sort coins as a class.

Independent Practice: Students will complete the “Coin Sort Cut and Paste” worksheet.

Day 2: Skip counting to add coins

Mini Lesson: Introduce the purpose of the lesson today: to count coins using skip counting.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Coins.”
- Explain that you can add coins by skip counting.
- Demonstrate, using real or plastic or cutout coins, skip counting with:
 - 15 pennies
 - 13 nickels
 - 4 dimes
 - 3 Quarters

Guided Practice: Complete the “Skip Counting Coins” guided practice poster with the class. Have students follow along using their own practice coins.

Independent Practice: Students will complete the “Add Coins” worksheet.

Day 3: Understand how many of each coin make a dollar

Mini Lesson: Introduce the purpose of the lesson today: know how many of each type of coin make 1 dollar.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Coins.”
- Explain to students that today they will look at how many of each type of coin go into 1 dollar. Explain to students what \$1 is and that it takes 100 pennies to make \$1.
- Introduce the “What Makes a Dollar” Anchor Chart.
- Go through each set of coins and how many of each you need to make a dollar.
- Using plastic coins, real coins, or paper coins, model counting and then identifying these amounts as either TRUE if the amount is equal to \$1, or FALSE if the amount is not equal to \$1.
 - 20 pennies (FALSE)
 - 20 nickels (TRUE)
 - 8 dimes (FALSE)
 - 4 quarters (TRUE)

Guided Practice: Pass out a “Do you have \$1?” card to each student. Then, have students look at their cards and count to figure out if their card is equal to \$1. Have each student share out their result and the sum of the coins on their card.

Independent Practice: Teach students the “\$1 True or False Sort” Game. Have students play in pairs or small groups.

Day 4: Adding a combination of coins NO QUARTERS

Mini Lesson: Introduce the purpose of the lesson today: to add a combination of coins.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Coins.”
- Explain to students that today they will be adding different coins together.
- Using either paper, plastic, or real coins, model adding the following amounts:
 - 3 pennies, 2 nickels, 1 dime
 - 2 pennies, 5 nickels, 5 dimes
 - 5 pennies, 7 nickels, 2 dimes

Day 4 continued . . .

Guided Practice: Place students in pairs. Give each pair a “grab bag” full of a combination of pennies, nickels, and dimes. Make sure the total sum of the coins is under 100. Have students work together to figure out the sum of their grab bag’s coins. Then, have each group share their sum.

Independent Practice: Students complete the “How much do you have?” Worksheet.

Day 5 Bills

Mini Lesson: Introduce the purpose of the lesson today: to identify bills.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Coins.”
- Explain to students that today you will look at the other form of currency, bills.
- Introduce the “Bills” Anchor Chart.
- Go through each bill, its sides, and its monetary value.

Guided Practice: As a class, play the “What do you have?” Bill Sort game.

Independent Practice: Students complete the “Bill Sort Cut and Paste” Worksheet.

Day 6: Skip count with bills

Mini Lesson: Introduce the purpose of the lesson today: to add bills using skip counting.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Bills.”
- Explain that, like coins, you can add bills using skip counting.
- Demonstrate, using plastic, real, or paper bills, adding the following amount of bills, count using skip counting.
 - 30 \$1s
 - 5 \$5s
 - 7 \$10s

Guided Practice: Show students, using plastic, real, or paper bills, the following amounts on the board. 7 \$1s, 9 \$5s, and 4 \$10s. As a class, identify the amount of each set of bills.

Independent Practice: Students complete the “Counting Cash” Worksheet.

Day 7: Adding a combination of bills

Mini Lesson: Introduce the purpose of the lesson today: to add a combination of bills.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Chart “Bills.”
- Explain to students that today they will be adding different bills together. Remind them of how we added coins, and this is skip counting and addition.
- Using either paper, plastic, or real coins, model adding the following amounts:
 - 4 \$1, 3 \$5, 1 \$10
 - 2 \$1, 6 \$5, 4 \$10
 - 7 \$1, 2 \$5, 7 \$10

Guided Practice: Place students in pairs. Give each pair a “grab bag” full of a combination of \$1, \$5, \$10. Make sure the total sum of the bills is under 100. Have students work together to figure out the sum of their grab bag’s bills. Then, have each group share their sum.

Independent Practice: Students work in small groups to play the “How much does it cost?” game. **Note that this game also comes with coin cards that can be added to the game.*

Day 8: Review

Mini Lesson: Introduce the purpose of the lesson today: to review identifying and counting coins and bills.

- Review the unit vocabulary cards, watch “The Money Song,” review the Anchor Chart “Coins” and review the Anchor Chart “Bills.”

Guided Practice: Show students the mini-book.

Independent Practice: Students complete the mini-book.

Day 9: Money Town Simulation Prep

Mini Lesson: Introduce the purpose of the lesson today: to add coins and bills.

- Review the unit vocabulary cards, watch “The Money Song,” and review the Anchor Charts “Coins” and “Bills.”
- Explain to students that today they will get to use all they have learned about money in a super fun simulation called Money Town.
- Explain the simulation “Money Town” to students. Go through each part of the simulation, each role, and how to play. Explain to students that they will play it tomorrow.

Guided Practice: Students complete the problem solver.

Independent Practice: Have each student begin prepping their money for money town. They need to cut out the bills and coins and put them in their envelope.

Day 10: Money Town Simulation

For today, students will set up their Money Town store fronts and make their goods for sale.

With the prep time for making the store fronts and goods, as well as enough time for each side of town to participate, this simulation will take the entire math block. Students will play the Money Town Simulation for the total class time.

Day 11: Money, counting coins and dollars

Mini Lesson: Introduce the purpose of the lesson today: to identify and count coins and dollars.

- Review the unit vocabulary cards, watch “The Money Song,” review the Anchor Chart “Coins” and review the Anchor Chart “Bills.”

Guided Practice: Optional to have students play the “How Much Does It Cost?” game with dollar cards and coin cards.

Independent Practice: Money, counting coins and dollars Quiz

Cents



Currency

\$ € £ ¢ ₣

₪

Dollars



*Money Song



Money money let's sing about money
all those coins and cash
Money money let's sing about money
just don't spend it too fast

Well first we have a penny
And it is only one cent!
To make a dollar you will need
100 of them!

Next up meet the nickel
It's worth 5 pennies
And to make 1 dollar with nickels
You will need 20

After the nickel we have a dime
Which is small but worth 10 cents
This time to make a dollar
You only need 10 of them

And our final coin is the quarter
The biggest one and worth more
It's 25 cents and to get a dollar
You will need four

Money money let's sing about money
All those coins and cash
Money money let's sing about money
just don't spend it too fast



Money money let's sing about money
All those coins and cash
Money money let's sing about money
just don't spend it too fast

Now the lowest amount of cash we can have
Is just one dollar
But if you had a hundred all at once
You'd certainly have to holler

Next up in our cash
We have the five dollar bill
And we can keep on going higher
up that money hill

The next stop is 10 dollars
And while this may seem silly
10 dollars is actually worth
1,000 pennies! Whoa!

When we spend our money
We can use bills or change
As long as they are worth the same value
when you have to pay!

Money money let's sing about money
all those coins and cash
Money money let's sing about money
just don't spend it too fast



Coins

In U.S. currency, we use cents, or coins. There are many types of coins, and they all have different values.



Penny

Front



Back



= 1¢



Nickel

Front



Back



= 5¢



Dime

Front



Back



= 10¢



Quarter

Front



Back



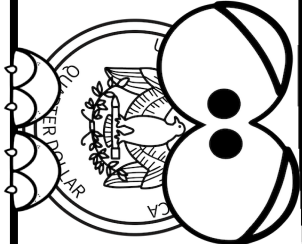
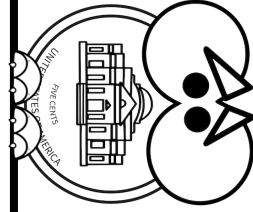
= 25¢

Name: _____

Date: _____

Coin Sort Cut and Paste

Directions: Cut out your coins. Sort them by gluing them under the correct name.



Penny

Nickel

Dime

Quarter

Magic
CORN



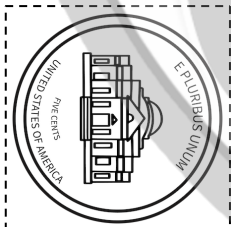
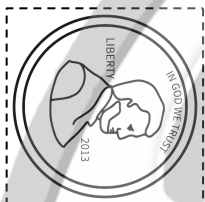
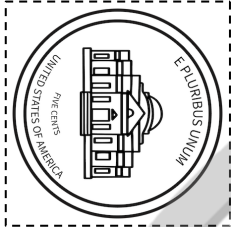
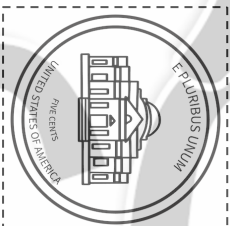
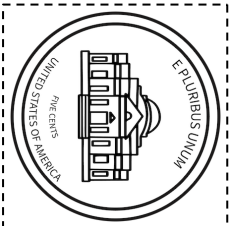
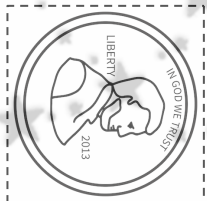
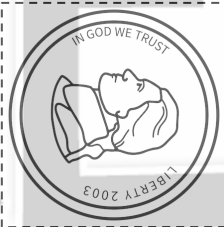
Directions:

Cut out each coin. Sort it by gluing it under the correct name.



Directions:

Cut out each coin. Sort it by gluing it under the correct name.



Skip Counting Coins

Guided Practice

1. How much money is here? The answer should be in cents.



2. How much money is here? The answer should be in cents.



3. How much money is here? The answer should be in cents.



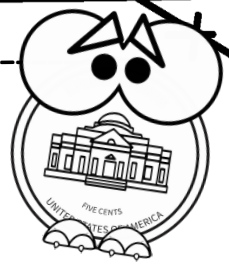
4. How much money is here? The answer should be in cents.



Name: _____ Date: _____

Add Coins

Directions: Use skip counting to add up the coins.



1. _____ ¢



2. _____ ¢



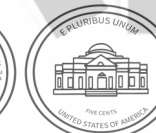
3. _____ ¢



4. _____ ¢



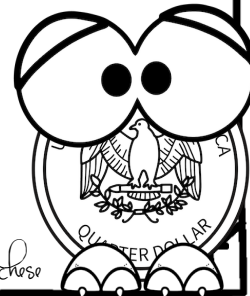
5. _____ ¢



6. _____ ¢



7. _____ ¢



What makes \$1?

A certain number of each coin makes up \$1.

100 Pennies  = \$1



20 Nickels  = \$1



10 Dimes  = \$1



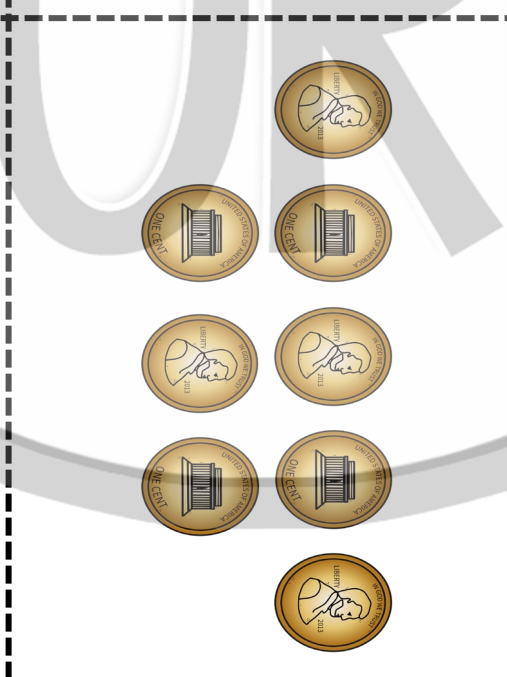
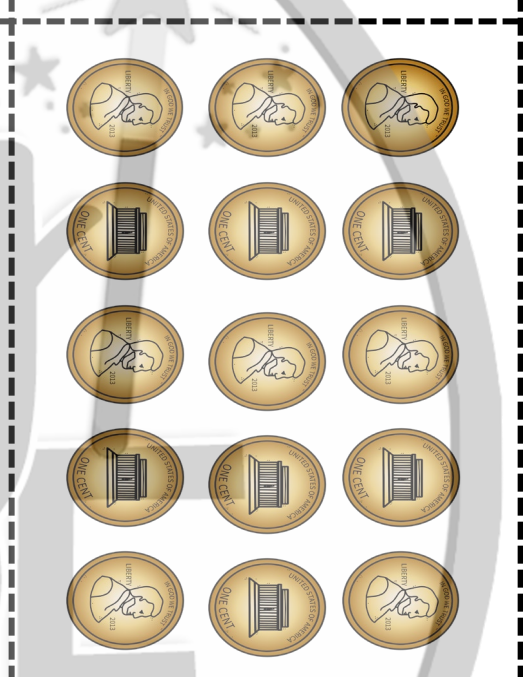
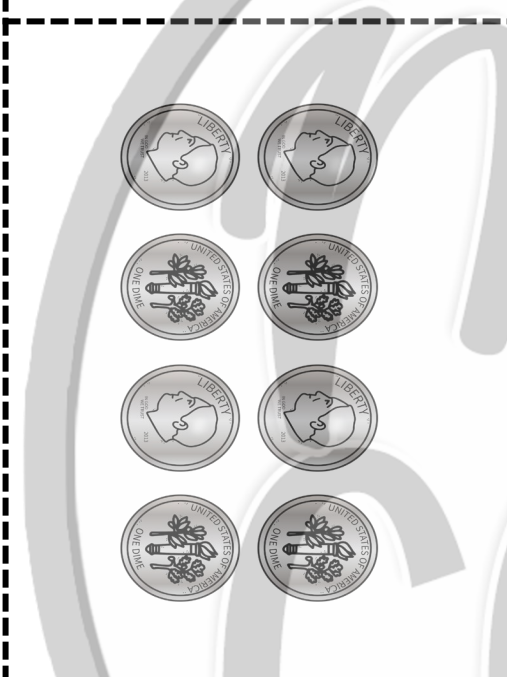
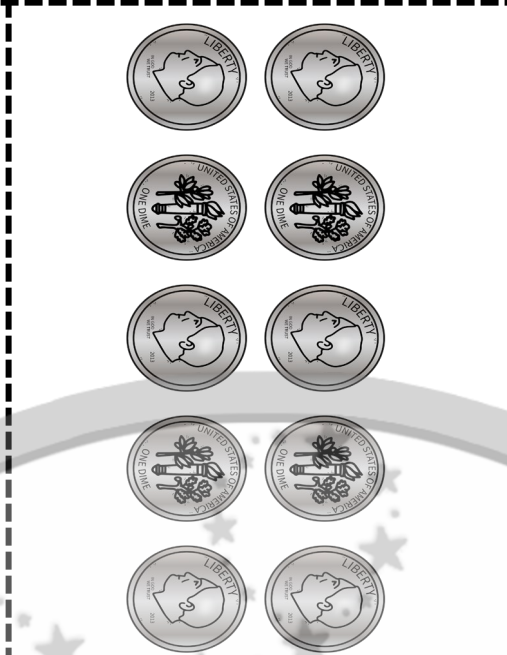
4 Quarters  = \$1



Activity: Do You Have \$1?

Directions:

- For this activity, print off enough cards for each student to have one.
- Cut out the cards.
- Pass out a card to each student.
- Students will count the coins on their cards and determine if they have \$1 or not.
- Have students share out the sum on their card.
- This activity comes with a color option and a black-and-white option.



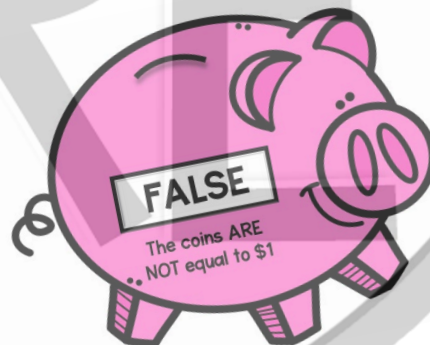
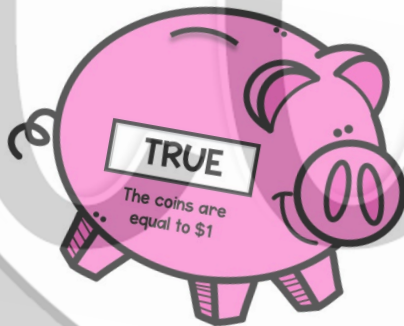
\$1 True or False Sort

Directions:

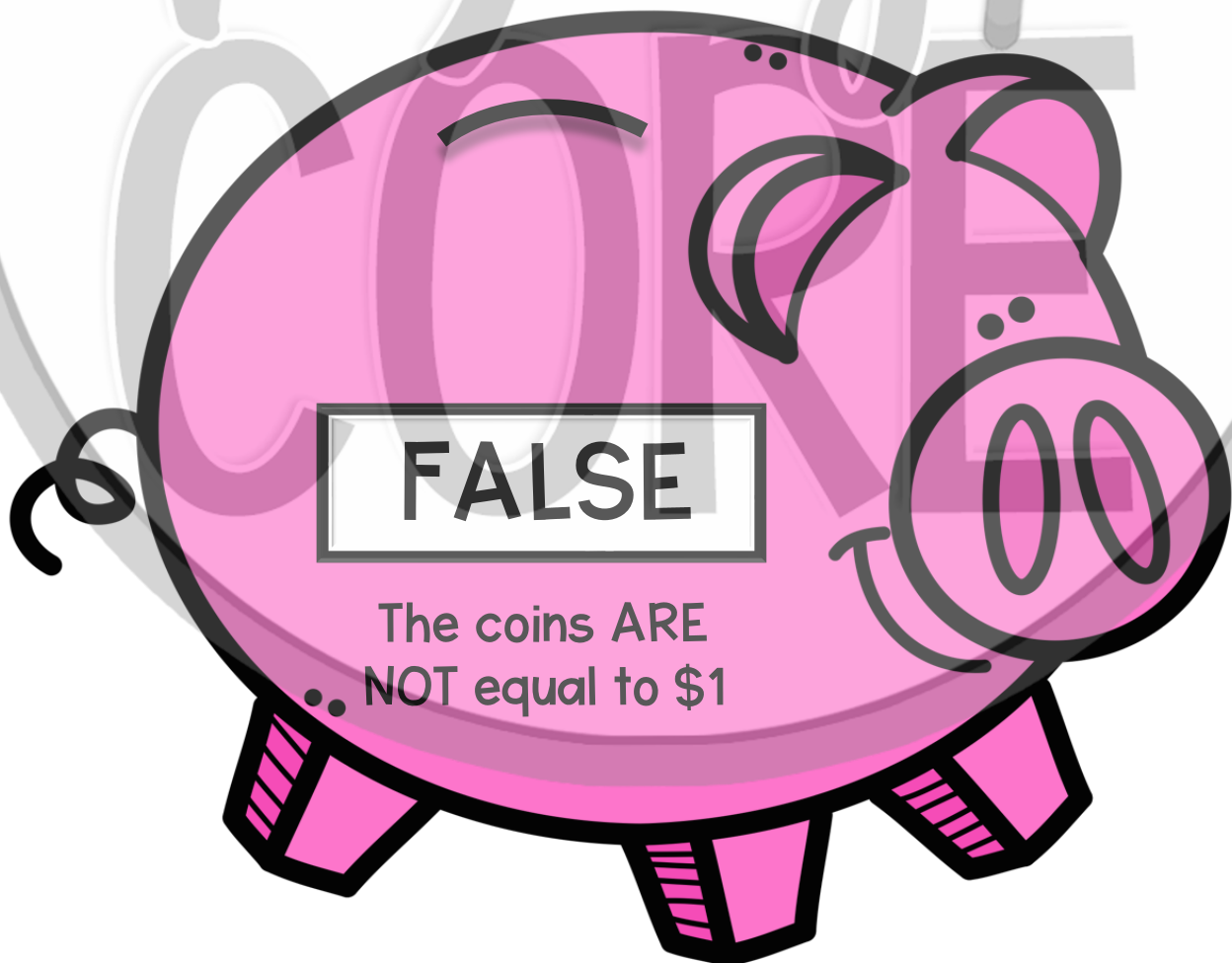
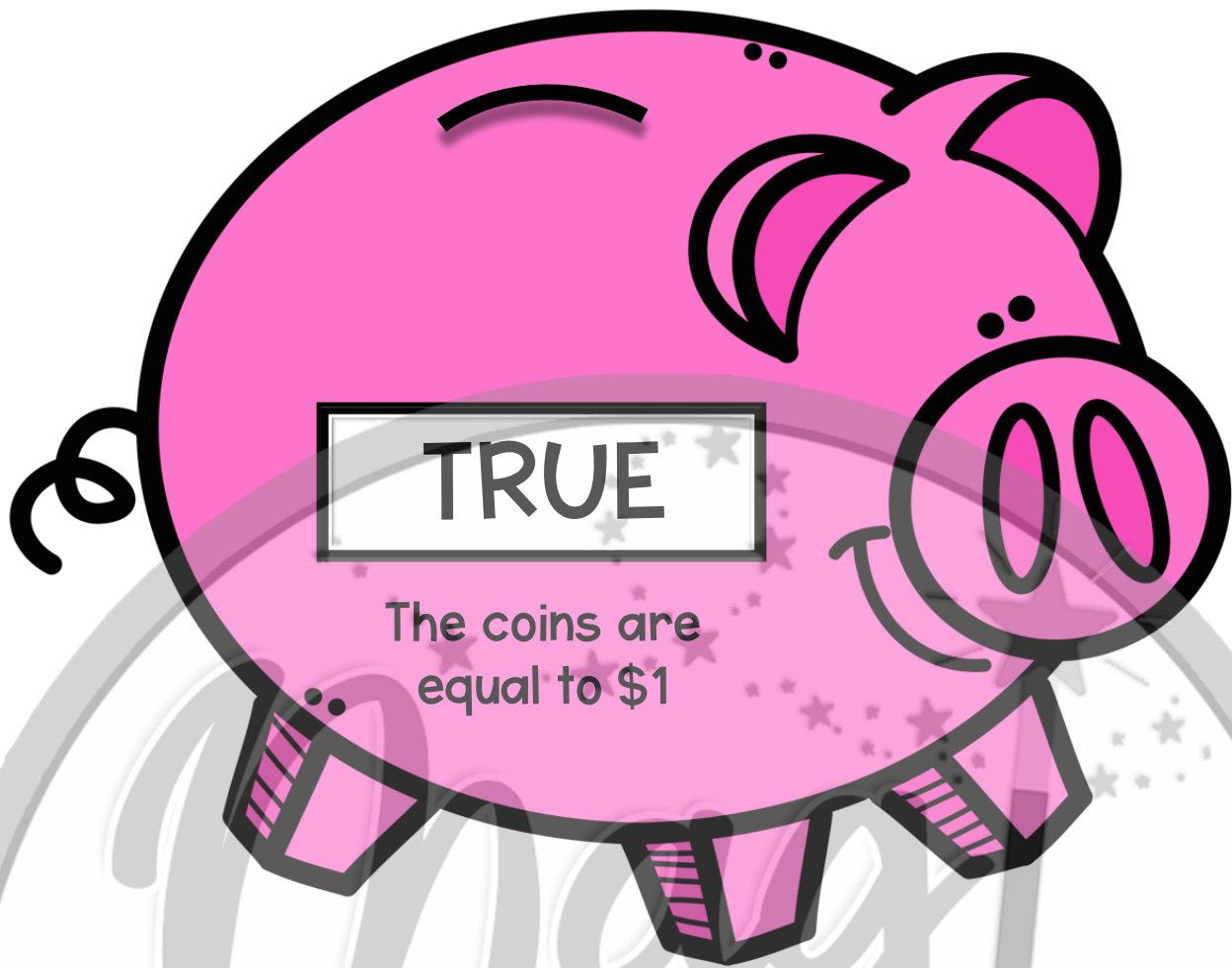
1. Print, cut out, and laminate all cards.
2. Place all the cards in a large Ziploc bag.
3. Students will work in pairs or small groups.
4. Have the students count up the coins on each card and sort it into the correct piggy bank - the TRUE piggy bank if the coins on the card equal \$1, and the FALSE piggy bank if the coins on the card DO NOT equal \$1.

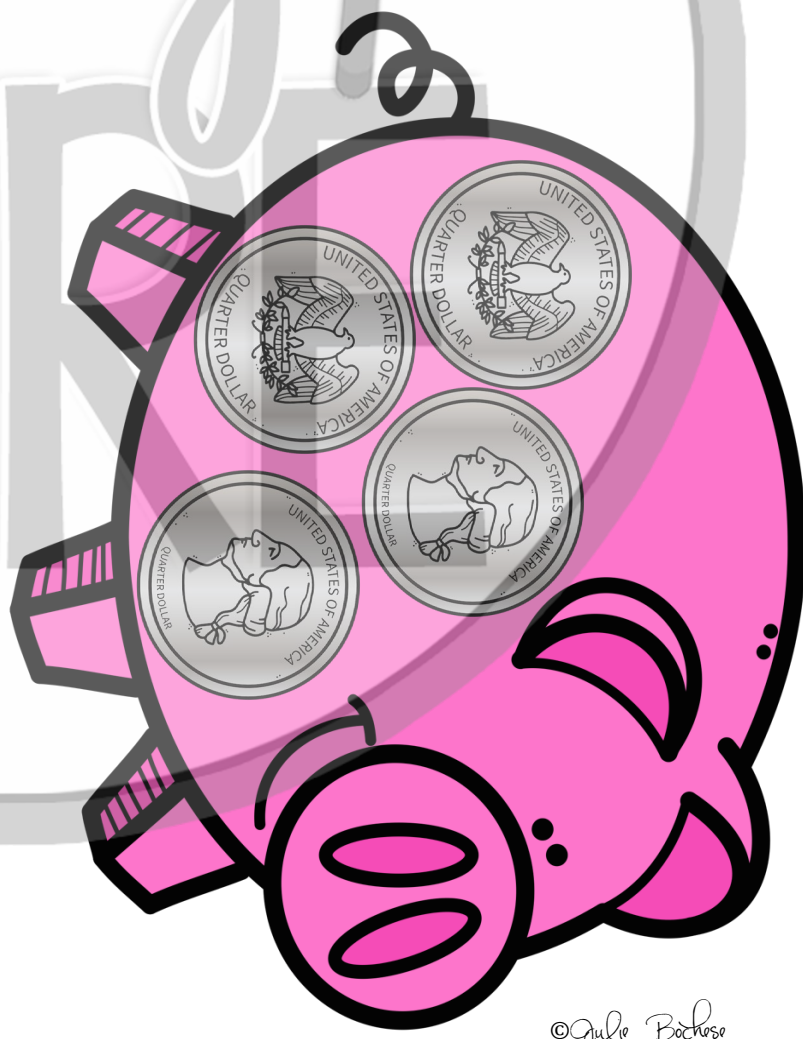
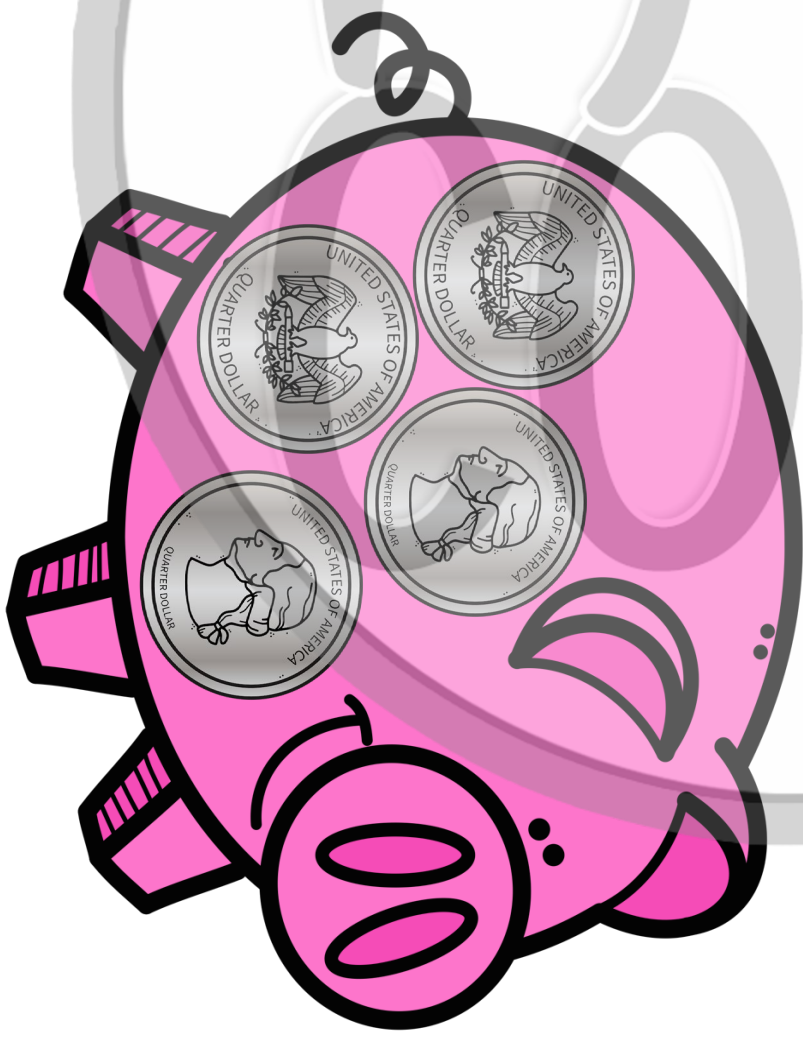
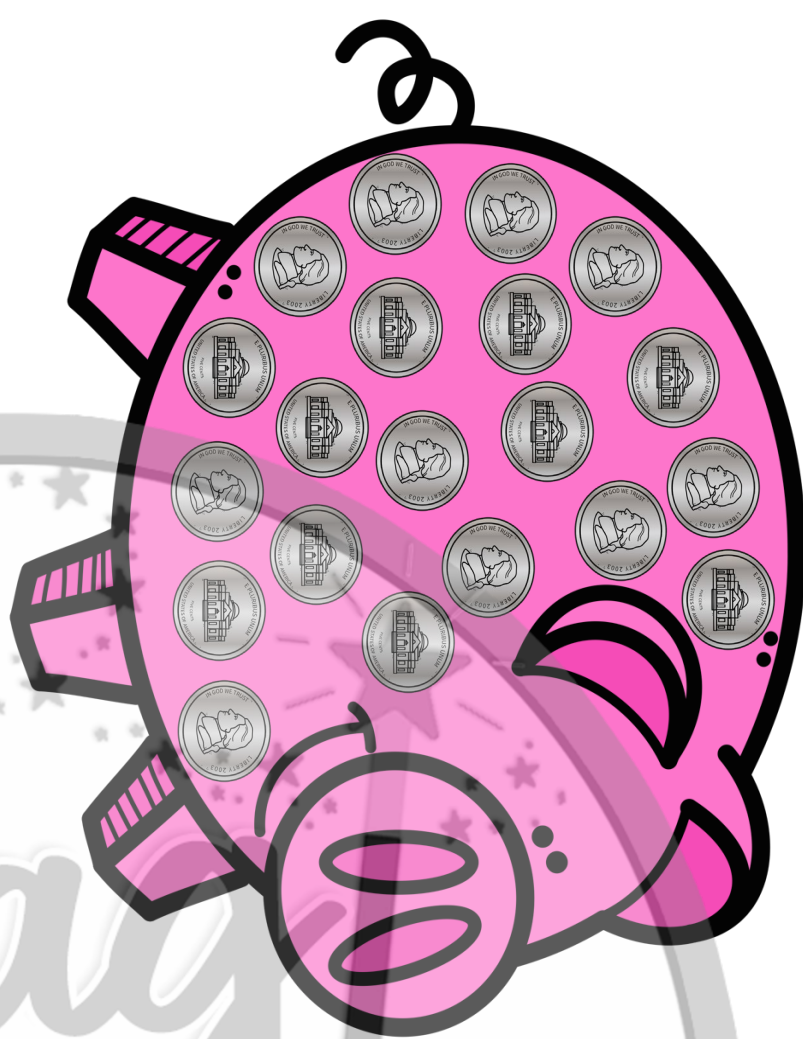
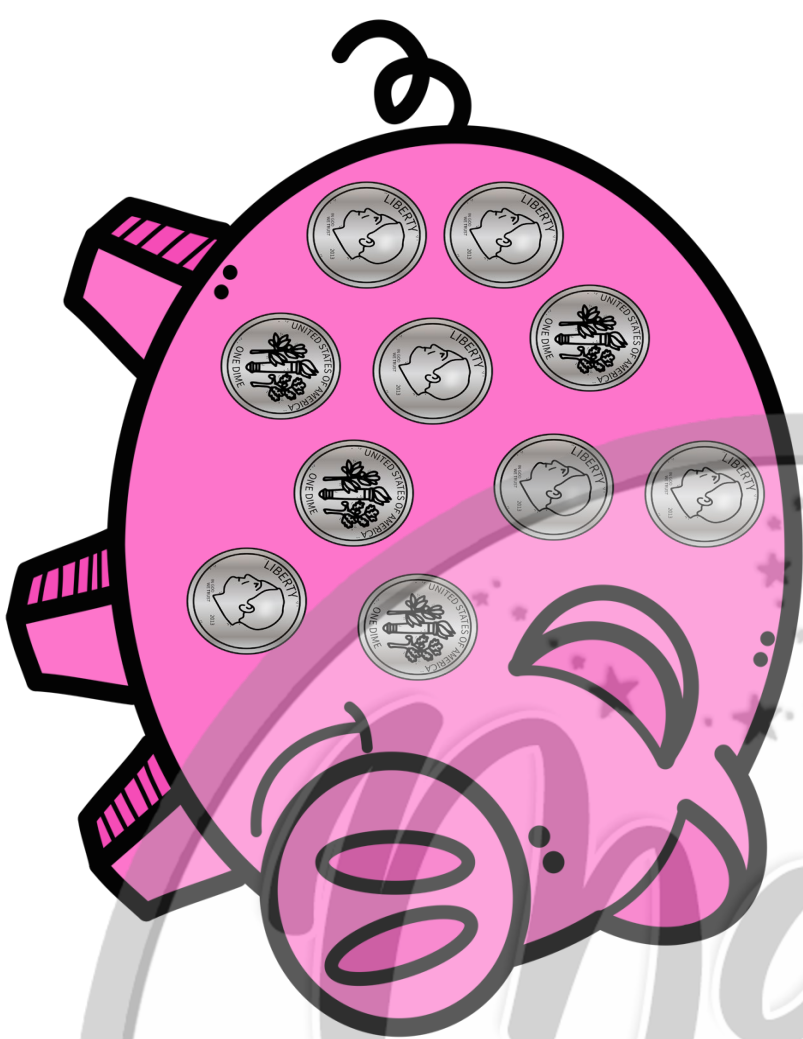
Label

\$1 True or False Sort



Directions: Count the coins and sort them under TRUE if they equal \$1 or FALSE if they DO NOT equal \$1.







Name: _____ Date: _____

How Much Do You Have?

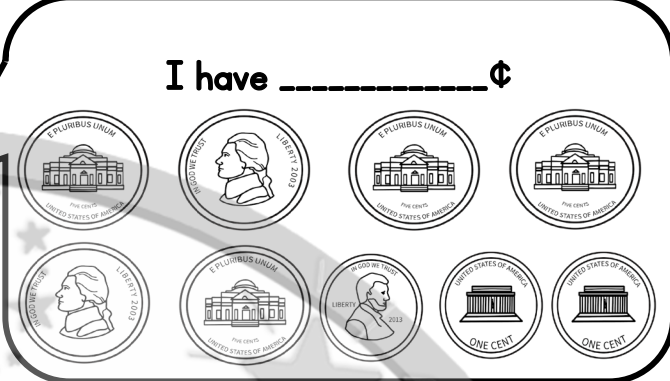

Directions: Add up the coins to figure out how much money each kid has!

I have _____ ¢



8

I have _____ ¢



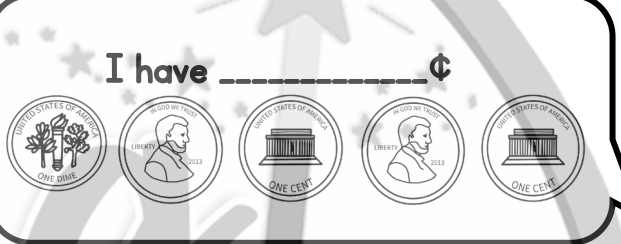

10

I have _____ ¢





5

I have _____ ¢





5

I have _____ ¢





12

I have _____ ¢



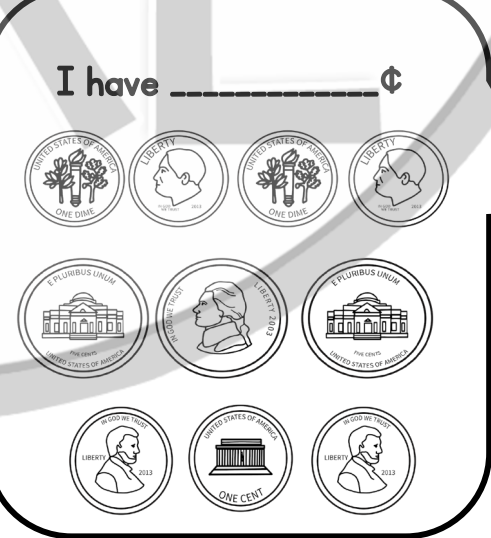

10

I have _____ ¢



8

I have _____ ¢



10

Bills

In U.S. currency, we use bills, or cash. There are many types of bills, and they all have different values.

One Dollar



= \$1

Five Dollars



= \$5

Ten Dollars



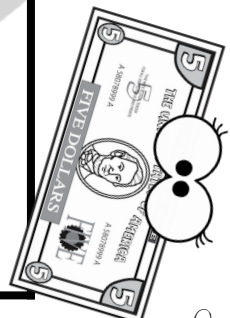
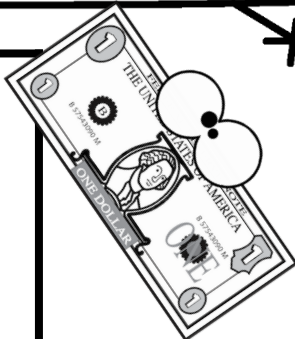
= \$10

Name: _____

Date: _____

Bill Sort Cut and Paste

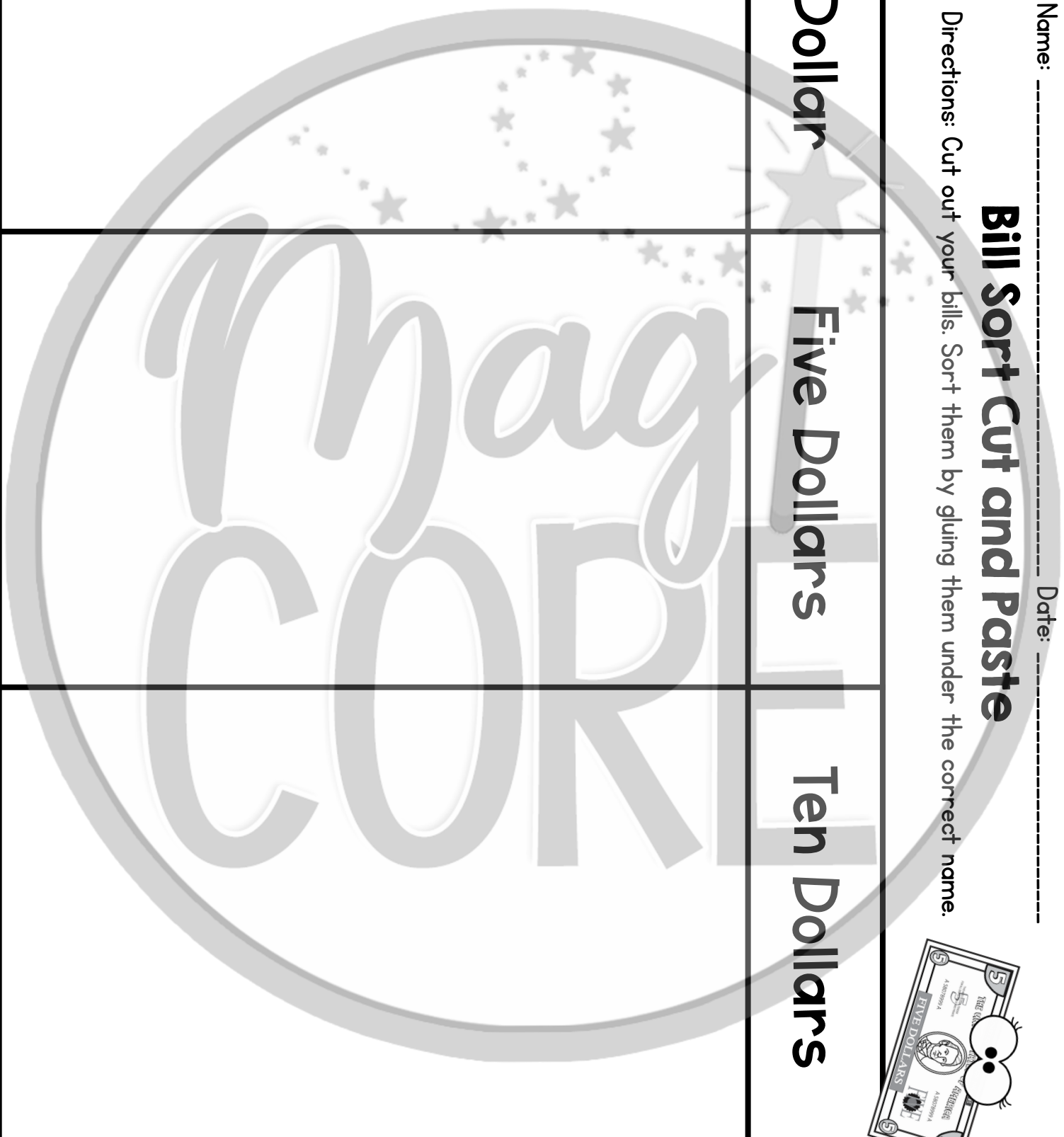
Directions: Cut out your bills. Sort them by gluing them under the correct name.



One Dollar

Five Dollars

Ten Dollars



Directions:

name.

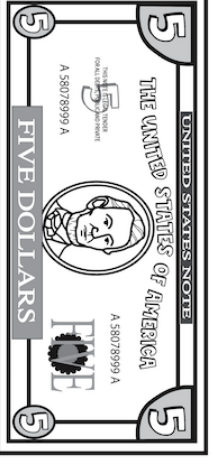
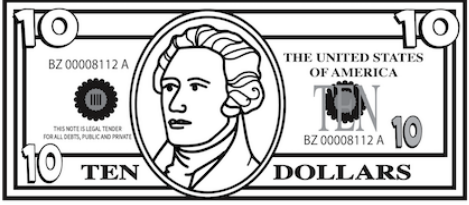
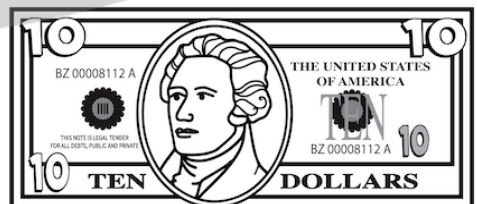


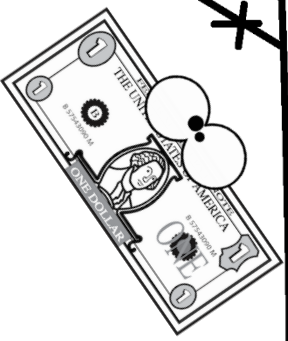
Directions:

name.

Cut out each bill Sort it by gluing it under the correct name.

Cut out each bill Sort it by gluing it under the correct name.



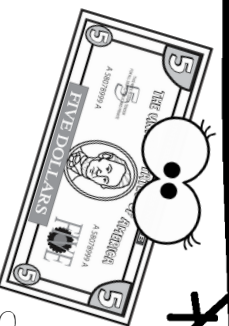


Name: _____

Date: _____

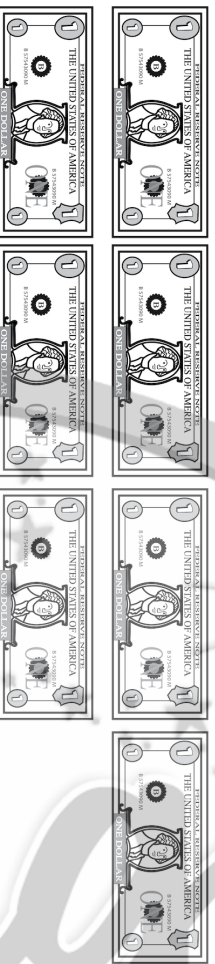
Counting Cash

Directions: Add up the bills to figure out how much money is there!



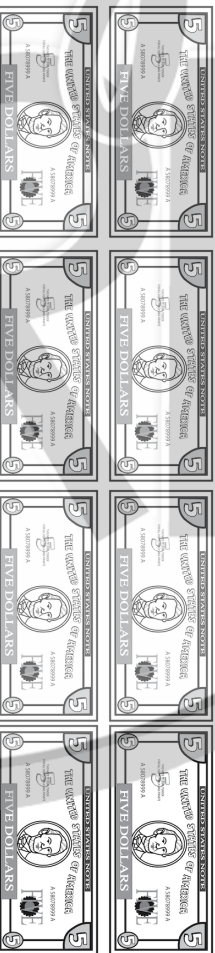
1. I have 7 \$1. How much money do I have?

\$ _____



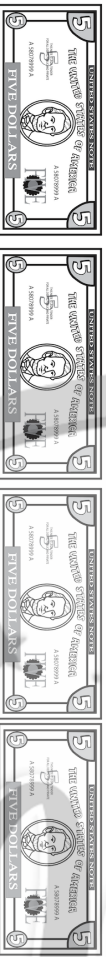
4. I have 8 \$5. How much money do I have?

\$ _____



2. I have 4 \$5. How much money do I have?

\$ _____



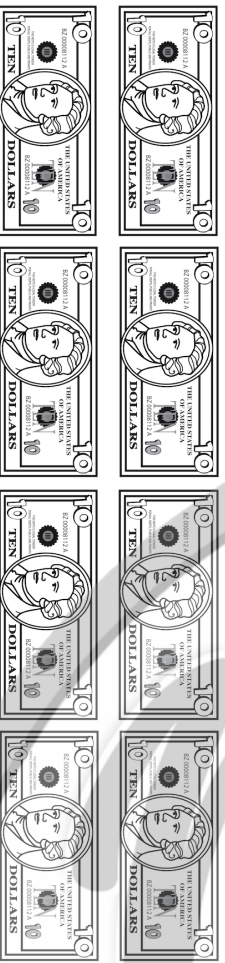
5. I have 4 \$10. How much money do I have?

\$ _____



3. I have 9 \$10. How much money do I have?

\$ _____



6. I have 12 \$5. How much money do I have?

\$ _____



How Much Does It Cost? Game

Directions:

1. Print, cut out, and laminate all cards.
2. Place all the cards in a large Ziploc bag.
3. Students will work in pairs or small groups.
4. Have the students count the amount of money on each card. Then, they match that card with its correct price tag amount.

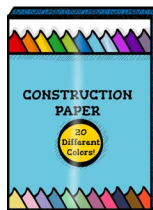
How Much Does It Cost? Game



Directions: Match up the money with its correct price tag!



\$15



\$27



\$75



\$23



\$42



\$45



\$29



\$56



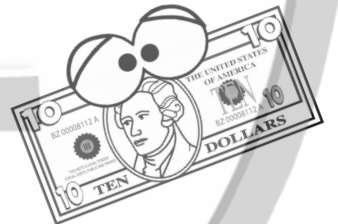
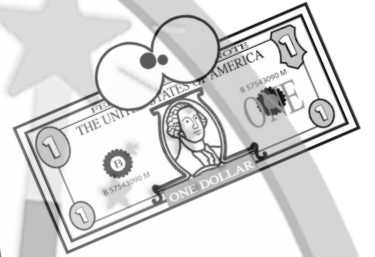
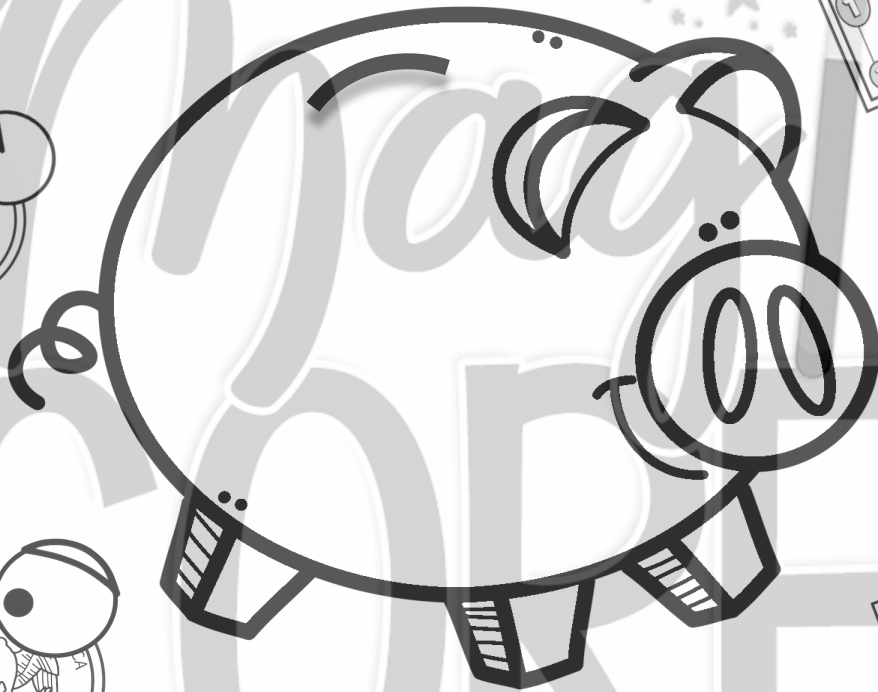
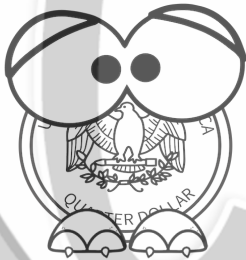
\$82



\$55

Don't Break the Bank!

Identifying and Adding Money



By: _____

Date: _____

Each piece of money has its own value.

Penny



Nickel



Dime



Quarter



One Dollar



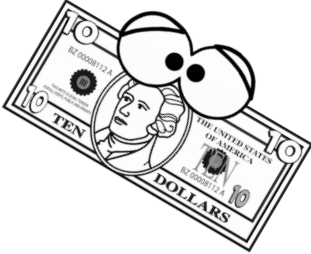
Five Dollars



Ten Dollars



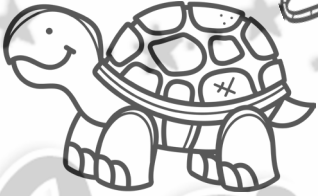
These kids are at the pet store. Look at the money each kid has, then write the name of the pet they can afford.



Mouse



Turtle



Fish



I can buy a:

I can buy a:

I can buy a:



Name: _____ Date: _____

Problem Solver

Solve the word problems. Show your work in the box below.

1. Trent is buying candy at the candy store. The lollipop he wants to buy is 73¢. Trent has 3 pennies, 6 nickels, and 3 dimes. Does Trent have enough money to buy the lollipop?



2. Joy wants to get a birthday gift for her mom. She and her sisters are going to put their money together to buy their mom a gift. Joy has \$5, her little sister has \$2, and her big sister has \$8. How much money do they have in all?



Money Town

Money Town is a fun simulation where students get to experience buying and selling goods while using money. Students are responsible for setting prices, as well as managing their own personal stock of money.

Directions for play:

- Establish two sides of town (i.e., Strawberry Town and Blueberry Town; Sprinkle Town and Frosting Town, etc.)
- Divide students up so each side of town has an equal number of students.
- Each side of town will have the following shop assignments with two students per shop:
 - Grocery Store - 2 students
 - Restaurant - 2 students
 - Clothing Store - 2 students
 - Flower Shop - 2 students
 - Candy Shop - 2 students
 - Pet Store - 2 students
- Assign students to their shop roles.
- Students cut out and fill an envelope with their allotted amount of money. The envelopes should be filled as such:
 - Each student gets a small envelope of 1 \$10, 2 \$5, 5 \$1, 3 quarters, 10 dimes, 5 nickels.
- Students will spend 15 minutes with their shop partners, drawing and cutting out products to sell from their store. Students also need to set a price for each product. Students set prices on their products. It needs to be under \$10 and at least 5 cents.
 - i.e., The Pet Store has 3 cat cards; each cat cost \$7.
- Students will set up their shop fronts at a desk. The two towns should be set up on different ends of the classroom.
- Let Town 1 shop at Town 2 for 15 minutes. Then, have Town 2 shop at Town 1 for 15 minutes.

Directions for Preparation:

- Start by printing off a money page for each student.
- During the class time before Money Town, have students cut out their money and put it in an envelope. You can also choose to do this yourself if you don't mind the prep time.
- On the day of Money Town, assign students their roles and give them their shop signs. Provide the pairs with the following:
 - Shop sign
 - Pencils, crayons, colored pencils, etc.
 - Scissors
 - Paper
 - Tape
- Instruct students to work with their shop partners for 15 minutes to draw and cut out the goods they will be selling. Make sure students know to write a price on each good greater than 5 cents and less than \$10.
- Once student shops are set, you can begin playing Money Town!
- Students will set up their shop fronts at a desk. The two towns should be set up on different ends of the classroom.
- Let Town 1 shop at Town 2 for 15 minutes. Then, have Town 2 shop at Town 1 for 15 minutes.

Grocery Store



Restaurant



Name: _____ Date: _____

Money Quiz

Look at the coin. Write its value in cents:

1. _____ ¢ 2. _____ ¢ 3. _____ ¢ 4. _____ ¢



5. _____ ¢ 6. _____ ¢ 7. _____ ¢ 8. _____ ¢



How many of each coin equals \$1? Write the number of each coin you would need to make \$1.

9. Pennies: _____ 10. Nickels: _____ 11. Dimes: _____
 12. Quarters: _____

Count the sum of the coins or bills and write the total value.

13. _____ ¢ 14. _____ ¢



15. \$ _____ 16. \$ _____



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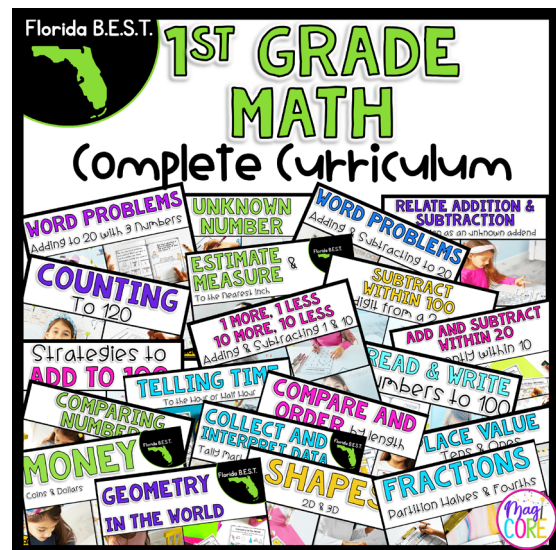
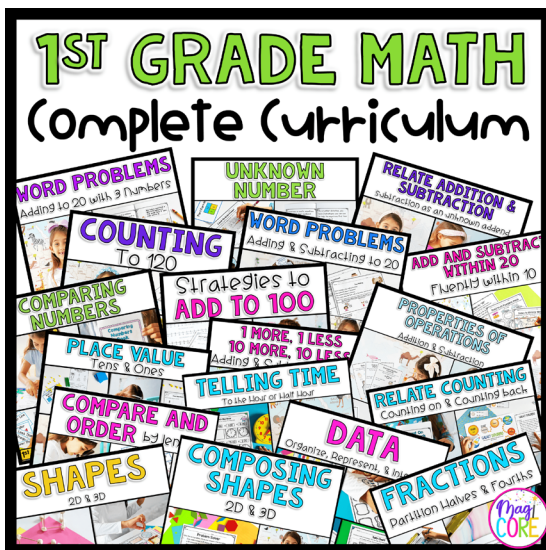
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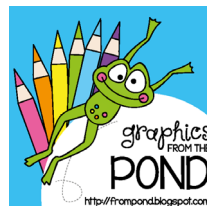
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