

**Attainment's**

# **Adapting Math Curriculum**

# **Money Skills**



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**Illustrated by Jo Reynolds**



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# Skill Set One

Name \_\_\_\_\_ Date \_\_\_\_\_

## Part One: Identifies and names coins/bills to ten dollars

Directions: Place a group of coins and bills in front of the student. Be sure that the student can identify both the front and back of coins or bills. Point to the entire group and say: "Find the \_\_\_\_\_."

Coin/Bill	Skill	Side	Skill Mastered
1. Penny	Identifies penny in a group of coins/bills	head	
	Identifies penny in a group of coins/bills	tail	
2. Nickel	Identifies a nickel in a group of coins/bills	head	
	Identifies a nickel in a group of coins/bills	tail	
3. Dime	Identifies a dime from a group of coins/bills	head	
	Identifies a dime from a group of coins/bills	tail	
4. Quarter	Identifies a quarter from a group of coins/bills	head	
	Identifies a quarter from a group of coins/bills	tail	
5. Half dollar	Identifies a half dollar from a group of coins/bills	head	
	Identifies a half dollar from a group of coins/bills	tail	
6. Dollar coin	Identifies a dollar coin from a group of coins/bills	head	
	Identifies a dollar coin from a group of coins/bills	tail	
7. Dollar bill	Identifies a dollar bill from a group of coins/bills	front	
	Identifies a dollar bill from a group of coins/bills	back	
8. Five dollar bill	Identifies a five dollar bill from a group of coins/bills	front	
	Identifies a five dollar bill from a group of coins/bills	back	
9. Ten dollar bill	Identifies a ten dollar bill from a group of coins/bills	front	
	Identifies a ten dollar bill from a group of coins/bills	back	

Teacher Comments:

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# Lesson Nine

## Objective

**Will identify and name the ten dollar bill.**

## Materials

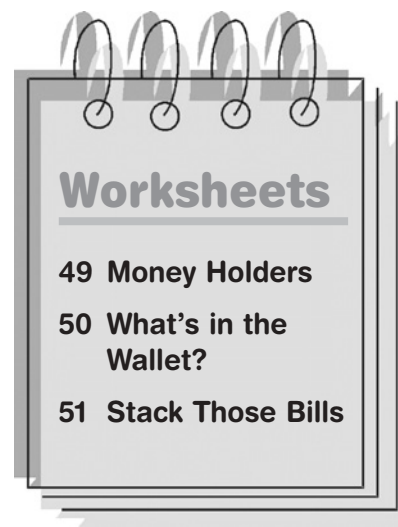
Sets of coins and bills.

## 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** (pg. 52) with bills to one hundred.

**Teacher-made worksheets** for additional practice are at the end of Skill Set One, pgs. 53 and 54.







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?

\_\_\_\_\_ ¢

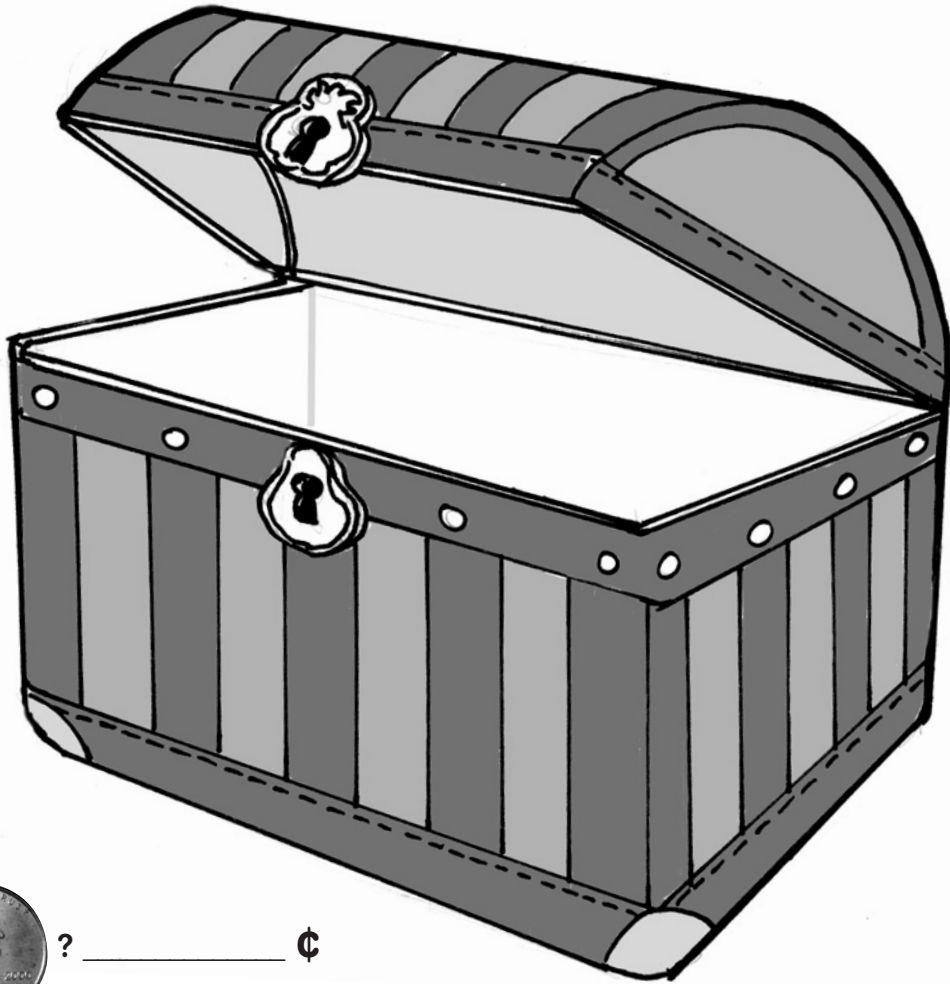


Name \_\_\_\_\_

Date \_\_\_\_\_

# Treasure Chest

Directions: Put all the pennies in the treasure chest.



How many  ? \_\_\_\_\_ ¢





Name \_\_\_\_\_

Date \_\_\_\_\_

# Pop for a Dollar

Directions: Circle the bills you can spend in the pop machine.



How many dollar bills did you use? \_\_\_\_\_







Name \_\_\_\_\_

Date \_\_\_\_\_

# \$100.00 Exchange

Directions: Count the bills in each set. Mark "YES" or "NO" if they can be exchanged for \$100.00.

1



YES

NO

2



YES

NO

3



YES

NO

4



YES

NO

5



YES

NO





Name \_\_\_\_\_

Date \_\_\_\_\_

# Count and Match

Directions: Count the coins and circle the correct answer.

1



2¢      4¢      3¢

2



10¢      1¢      5¢

3



7¢      8¢      6¢

4



10¢      5¢      1¢

5



5¢      10¢      6¢

6



1¢      2¢      10¢

7



4¢      6¢      5¢

8



10¢      1¢      5¢



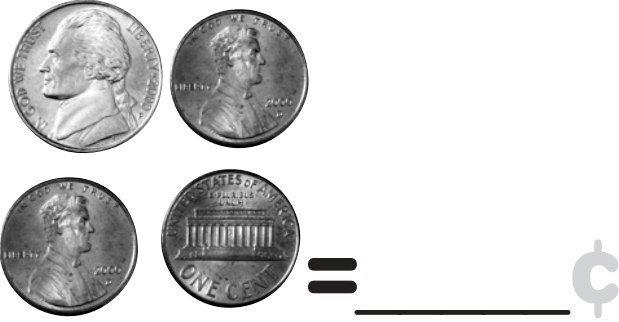
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Date \_\_\_\_\_

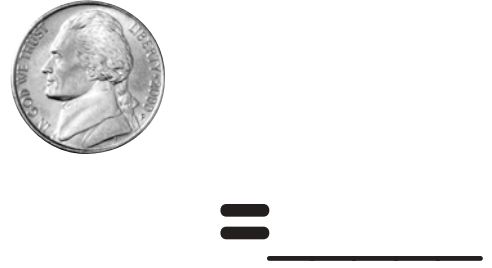
# Mastering the ¢ Sign

Directions: Count the coins and write the amount, using the cent sign.

1



2



3



4



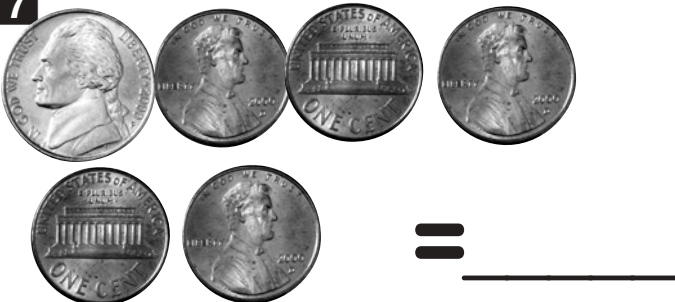
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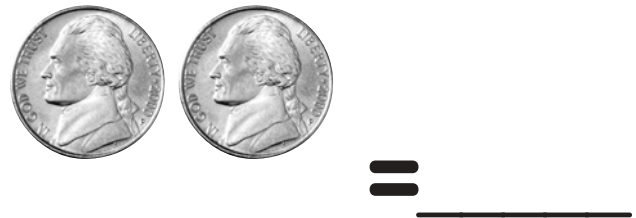
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7



8





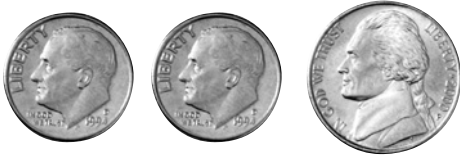
Name \_\_\_\_\_

Date \_\_\_\_\_

# More Practice with the ¢ Sign

Directions: Count the money and draw a line to the correct amount.

1



3¢

2



20¢

3



30¢

4



25¢

5



18¢

6



13¢

7



15¢





Name \_\_\_\_\_

Date \_\_\_\_\_

# Practice Practice

Directions: Count the coins and write the amount, using the cent sign.

**1**

= \_\_\_\_\_ ¢

**2**

= \_\_\_\_\_

**3**

= \_\_\_\_\_

**4**

= \_\_\_\_\_

**5**

= \_\_\_\_\_

**6**

= \_\_\_\_\_

**7**

= \_\_\_\_\_

**8**

= \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Match Coins to the ¢ Sign

Directions: Did Kawana do her homework correctly?  
Count the coins and read her answer. Check "YES" or "NO."

	Coins	Kawana's answer	Correct?
1		23¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
2		30¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
3		12¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
4		7¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
5		18¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
6		20¢	YES <input type="checkbox"/> NO <input type="checkbox"/>
7		10¢	YES <input type="checkbox"/> NO <input type="checkbox"/>