

Introduction Level Activities – Money – Gunnywolf

Whole Group

- Hold up a coin and ask its name. Write it on the board. Ask how much it is worth; write among next to name. Keep for Writing Center Activity.
- Pass out ten pennies, five nickels and one dime to small groups of students. Tell students that Gunnywolf wanted to pay Little Girl to sing. He pays one cent for each letter she sings but he doesn't know his coins. Since they know them so well they will be teaching the Gunnywolf (which will be you). Ask them how much they should pay for 'A'. Have them show you with their coins. When get to 'E' discuss ways to show 5 cents. Ask same question for J (10). Ask them how they remember how much each is worth and how they figure out how to pay. Accept all correct responses.

<p style="text-align: center;">Computer Center</p> <p>Number Sense and Numeration Topic 5: Money 5-B: MoneyBoard Explore <input checked="" type="checkbox"/> MTM1 MoneyBoard Explore Students experiment with the activity and may listen to the 'mouth' state the amounts they place on the workspace.</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> ▪ Each student creates two flower cards. They draw a flower on each card and write an amount to charge for the flower, 1, 5 or 10 cents. On the back of the card, they write penny, nickel or dime to match the amount they wrote on the front side. (Keep for use at Developmental Level - Activity Center.)
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> ▪ Play Go Fish with coin cards. Students ask, "Do you have a penny?" or other coin name. Use RM pg GW6. 	<p style="text-align: center;">Other</p>

Developmental Level Activities – Money – Gunnywolf

Whole Group

- Have ½ of the students line up in front of the room. Have them say ABC's each saying one letter. (Will not get to Z) If they are correct until the end they each get a nickel (or can use dimes). Ask class how much that song cost you? How did they figure out the answer? (count by 5's or 10's for dimes) Repeat with other half of class. (If needed each student can hold up 5 fingers and you can count by ones to verify amount.)
- In a singsong voice, 'sing' skip counting by 5's to 50. Students skip around room 'singing' song.
- Have from 1-5 students come up front giving each a nickel. Ask how much money it is altogether. If they are correct, they get to decide how many kids come up next. Repeat as interest holds.

<p style="text-align: center;">Computer Center</p> <p>Number Sense and Numeration Topic 5: Money 5-G: MoneyBoard <input checked="" type="checkbox"/> MTM1 How Much Money Level B <input checked="" type="checkbox"/> MTM1 Pay the Exact Amount, Level C (Level B = nickels, C = dimes. For other coin combinations see Supplemental Computer Activities – Money)</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> ▪ Students trace their hand as many times as will fit on paper. Then write 5, 10, 15 etc. on each hand, counting fingers on the page.
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> ▪ Using the cards made in Introduction Level Activity Writing Center, students play catalogue store with one person being storekeeper, having the cards, and the other the buyer. Use only five-cent cards so that students count by fives. 	<p style="text-align: center;">Other</p>

Enrichment Level Activity – Money – Gunnywolf

Whole Group

- Count to 5 and stop. Ask what comes next? Count to 10 and stop, ask what comes next?
- Show students a nickel and one-penny. Demo how to count “5, 6”. Do same for dime – “10, 11”. Put a few nickels and pennies in a bag. Have a few students come up and each pull one coin from the bag. Have the ‘nickels’ stand together and the ‘pennies’ together. Demo counting on ‘5, 10, 11,12, 13’.

<p style="text-align: center;">Computer Center</p> <p>Number Sense and Numeration Topic 5: Money 5-G: MoneyBoard <input checked="" type="checkbox"/> MTM1 How Much Money, Level C <input checked="" type="checkbox"/> MTM1 Pay the Exact Amount, Level C (Level C = pennies and nickels combined. For other coin combinations see Supplemental Computer Activities – Money)</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> ▪ Student writes A to Z. Count how many letters. They then draw dimes, nickels, and pennies to show 26 cents. Students will come up with different combinations. Put pages together in a book called ‘26 cents for ABC’s’. You may want to have pennies, nickels and dimes for students to use to first figure out how to make 26 cents. Use RM GW 7, have coins precut for students.
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> ▪ Students play store-using cards from Introduction Level Writing Activity. Buyer chooses three cards. Using counting on, partners figure out total, buyer gives storekeeper exact change. They then can switch roles. 	<p style="text-align: center;">Other</p>

Wrap It Up Level Activity – Money – Gunnywolf

Whole Group

- Place coins in outside area of school along a pathway, have about 3 coins per student. Tell students that they will play “Little Girl or Boy”. They are going to go outside and where there is no Keep Out sign they will get to skip along a path. Rather than picking flowers they will be picking up coins and that they each need to find 3 coins. After ‘picking’ coins, return to classroom and count money. Ask students to tell amounts. See who found the most, what were their combinations of coins. (If no one found 3 dimes, ask what could be the most money anyone could have with 3 coins, what is the least?)