

# Show Me the Money

Grade Level: Fourth Grade

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Length of Unit: 10 Lessons

## I. ABSTRACT

"Show Me the Money" is a multidimensional learning experience integrating the history and symbolism of money with practical applications. After creating their own currency, children will be given a variety of opportunities to practice problem solving strategies in real life contexts. Expanding on the foundation of money, students will progress into an understanding of decimal concepts as outlined in the Core Knowledge Sequence. Literature connections will include summarization, journal writing and student created books.

## II. OVERVIEW

- A. Concept Objective: Students will discover how and why our monetary system developed, and understand how money affects their everyday life.
- B. Core Knowledge Sequence to be covered: solve problems making change; read and write decimals to the nearest thousandth; round decimals to the nearest tenth, to the nearest hundredth; compare decimals using the  $<$ ,  $>$ , and  $=$  signs; solve multiplication problems using money.
- C. Skills
  1. Students will understand the necessity for a monetary system and participate in a mock bartering system.
  2. Students will understand the advantages that the US monetary system is based on factors of 100.
  3. Students will be able to add and subtract money, estimate and round to the nearest dollar.
  4. Students will discover the symbolism found on US currency.
  5. Students will research US currency using the Internet.
  6. Students will use multiplication, subtraction and division while developing problem solving strategies.
  7. Students will develop an understanding of regrouping by using money.
  8. Students will develop number sense.
  9. Students will understand the concept of place value.
  10. Students will be able to add decimals with regrouping.
  11. Students will be able to multiply decimals.
  12. Students will convert foreign currency into US dollars using exchange rates.
  13. Students will demonstrate ability to research information using a variety of resource materials.
  14. Students will use a calculator.
  15. Students will identify decimal place values to the thousandths.
  16. Students will round to the nearest hundredth and tenth.
  17. Students will compare decimals using the signs  $>$ ,  $<$ , and  $=$ .

## III. BACKGROUND KNOWLEDGE

- A. Teacher Resources

1. Cribb, Joe. *Money*. New York: Alfred A. Knopf, 1990. ISBN 0-679-80438-2.
  2. Ganeri, Anita. *The Story of Numbers and Counting*. New York: Oxford University Press, 1996. ISBN 0-19-521258-4.
- B. Student Resources
1. Bureau of Engraving and Printing Web Site <http://www.moneyfactory.com>
  2. Math Throughout the Ages - 4<sup>th</sup> Grade Core Unit
  3. Name That Phrase - 4<sup>th</sup> Grade Core Unit

#### IV. RESOURCES

- A. Axelrod, Amy. *Pigs Will Be Pigs*. New York: Four Winds Press, 1995. ISBN 0-440-83428-7. (optional for Lesson 5)
- B. Bresser, Rusty. *Math and Literature (Grades 4-6)*. United States of America: Math Solutions Publications, 1995. ISBN 0-941355-14-4.
- C. Brown, Marget Wise. *The Important Book*. USA: Harper & Row, Publishers, 1949. ISBN 0-06-020720-5.
- D. Bureau of Engraving and Printing. [Online] Available <http://www.moneyfactory.com> Accessed 11 December, 1998.
- E. Enholm, Eric. "Currency Exchange and The Gang of Fifteen." [Online] Available <http://www.mcrel.org/resources/plus/index.asp> Accessed 11 December, 1998.
- F. Gwynne, Fred. *A Chocolate Moose for Dinner*. New York: Simon and Schuster Inc, 1976. ISBN 0-671-66741-6.
- G. Gwynne, Fred. *The King Who Rained*. New York: Simon and Schuster Inc. ISBN 0-671-66744-0.
- H. Gwynne, Fred. *The Sixteen Hand Horse*. New York: Simon and Schuster Inc., 1980. ISBN 0-671-66968-0.
- I. Hirsch, E. D. Jr., *What Your 4<sup>th</sup> Grader Needs to Know*. New York: Doubleday, 1992. ISBN 0-385-41118-9.
- J. Maestro, Betsy. *The Story of Money*. New York: Clarion Books, 1993. ISBN 0-395-56242-2
- K. Parker, Nancy Winslow. *Money, Money, Money*. New York: Harper Collins Publishers, 1995. ISBN 0-06-023411-3.
- L. Schwartz, Amy. *Anabelle Swift, Kindergartner*. New York: Orchard Books, 1988. ISBN 0531-05737-2.
- M. Schwartz, David M. *If You Made a Million*. New York: Lothrop, Lee & Shepard Books, 1989. ISBN 0-688-07017-5.
- N. Viorst, Judith. Alexander, *Who Used to Be Rich Last Sunday*. New York: Aladdin Paperbacks, 1988. ISBN 0-689-71199-9.

#### V. LESSONS

##### **Lesson One: Show Me the Goods**

- A. Objectives
  1. Students will understand our monetary system.
  2. Students will understand the necessity for a monetary system.
  3. Students will participate in a mock bartering activity.
- B. Materials
  1. Doughnut holes
  2. Summarization Statement - Appendix A
  3. Show Me the Money Cover Sheet - Appendix B

C. Key Vocabulary

1. barter - exchange or trade
2. trade - swap or exchange
3. goods - possessions, commodities
4. value - worth, cost

E. Procedures/Activities

1. Focus: Bring out 12 doughnut holes and tell students that this is all you have. Have each student offer to trade something they possess for a doughnut hole. Barter with students until you have a collection of pencils, homework passes, small job offers, and other forms of goods or services. To make it interesting, tell students that you only want half of what they are offering. (For example, if you only want half of a homework pass for one doughnut hole, they would have to tear it two pieces, making it useless.) Also, be sure to ask for more than what they are offering. (For example you may ask for 10 pencils.) Discuss the advantages and disadvantages of bartering. Define bartering. (Please give all your students a doughnut hole at the end of this activity.)
2. Play Vocabulary Tic Tac Toe using the vocabulary words by drawing a tic-tac-toe grid on the board and blank spaces for the number of letters in a word next to it (like you would for hangman). Students take turns guessing a letter. If the guess is correct, they get to choose a place for an X and the teacher fills in the appropriate blank. If they don't guess correctly, the teacher gets to place an O in the grid. Once students have identified the word, discuss the definition.
3. Read pages 3 - 13 from *The Story of Money*
4. Write a blank summarization statement on board (Appendix A).
5. Teacher leads the class in completing the summarization statement (ex. Ancient people wanted to sell surplus goods and services so a bartering system developed throughout the world that allowed people to get things they wanted and needed).
6. Students fill in their summarization statement and write journal response.
7. Start a Show Me the Money folder that includes a section for Journal Entry entries. (Use Appendix B as the title page, glue on folder as cover, or let students design their own cover.)

F. Evaluation/Assessment

1. Journal Entry: How do you use bartering in your everyday life? Students must use at least two vocabulary words.

**Lesson Two: Show Me the Dollar**

A. Objectives

1. Content: Students will understand a monetary system.
2. Students will understand the necessity for a monetary system.
3. Students will understand the advantages of the US monetary system being based on factors of 100.
4. Students will be able to add and subtract money, estimate and round to the nearest dollar.

B. Materials needed:

1. *The Story of Money* by Betsy Maestro
2. Real coins for students to examine (pennies, nickels, dimes and quarters)
3. Different shape die-cuts (using white poster board) - make five per student giving each student a different shape
4. Markers/crayons

5. Close to \$1.00 Score Sheet (one per student) - Appendix C
  6. Five paper lunch sacks
  7. Summarization Statement - Appendix A
- C. Key Vocabulary
1. Sumerians - ancient people who settled more than 5000 years ago in the area known as Mesopotamia and were expert mathematicians
  2. Precious metals - gold, silver, metals highly valued by man
  3. Coins - money made of metals
  4. Paper money - bill, currency, dollar, money made of cotton
- D. Procedures/Activities
1. Focus: Let students examine a penny, a nickel, a dime and a quarter. Discuss what these coins have in common. (All are factors of 100 - made of metal, shape, pictures, etc.) Discuss how they are different (size, metal, engraving, value).
  2. Read pages 14 - 33 in *The Story of Money* to the students.
  3. Write a blank summarization statement on the board. (Appendix A)
  4. Lead discussion so that students complete the summarization statement. (Ancient people wanted to trade with other nations so a monetary system was developed that allowed people to get the things that they wanted and needed.)
  5. Discuss why our coin and paper money have the values that they do (count by five, easy to make change, etc.).
  6. Pass out die-cut coins to students. Remember each student gets five of the same shape. Try to give each student a different shape (if you have 20 students, you will have 20 different shapes).
  7. Now have students assign a value to their "coin" (die cut). The value cannot end in a zero or five and has to be 2 digits. Have students decorate each of their coins the same. Students will play "Show Me the Dollar" (adapted from "Close to 100" game found in *Mathematical Thinking at Grade 4*).
  8. Have each student place one of his/her coins in each bag.
  9. Divide class into five groups and give out a set of coins to each group.
  10. Each group randomly selects six coins from their bag.
  11. Students try to find a combination of coins (any number of them) that when added together would be as close to \$1.00 as possible.
  12. Write the amounts of the coins and their total on the Close to \$1.00 score sheet (Appendix C). For example, a group used 3 coins that had values of \$.37, \$.42 and \$.23.
  13. To find their score, they find the difference between their total and \$1.00. For example, our score would be 2 since we were \$.02 over. If we had a total of \$.94 we would have a score of .06. **THE LOWEST SCORE WINS!!!!**
- E. Evaluation/Assessment
1. Journal Entry: How would you find the total value of a handful of coins? How would you explain it to your younger brother/sister?
  2. Score sheets
  3. Supplemental math sheets (optional) if further assessment is desired.

### **Lesson Three: Art of Money**

- A. Objectives
1. Students will understand our monetary system.
  2. Students will discover the symbolism found on US currency.
  3. Students will research US currency using the Internet.

- B. Materials
  1. *The Story of Money*
  2. Summarization Statement (Appendix A)
  3. *Money, Money, Money* (transparency of page 4)
  4. Pamphlet from the Federal Reserve (transparency of new \$20)
  5. Technology ACTIVITY -- Treasury Hunt (See Appendix D)
  6. Students will design their own dollar bill (See Appendix E).
- C. Key Vocabulary
  1. counterfeit money - fake money, illegal money not made by the government
  2. money - anything with an agreed upon value
  3. paperless money - credit cards, checks, electronic banking
- D. Procedures/Activities:
  1. Focus: Paper money has been called many things over the years. How many names for money can you think of? (loot, cash, bucks, bread, dough, moolah, greenbacks, smackers, simoleons, dinero)
  2. Read pages 34 - 43 of *The Story of Money*
  3. Write blank summarization statement (see Appendix A) on the board. Teacher leads the class in developing a summarization statement. (For example -- People all over the world wanted to develop a universally accepted monetary system so different forms of money were developed that made the exchange of goods and services easier.)
  4. Show transparency of page 4 and discuss the parts and meaning of the art symbols found on the fifty dollar bill. Compare with the transparency of the new \$20 or access Internet web site of the Bureau of Engraving and Printing at <http://www.moneyfactory.com>
  5. Students go on a "Treasury Hunt" (see Appendix D that is two pages). Students create their own dollar bill (you may want to use individual student pictures for this activity).
- E. Evaluation/Assessment
  1. Journal Entry: What bill did you prefer and why? What was the most interesting fact that you found?
  2. Treasury Hunt activity sheet (Appendix D)

**Lesson Four: Show Me the Milk!**

- A. Objectives
  1. Students develop an understanding of regrouping by using money
  2. Students will use multiplication, subtraction and division.
  3. Students will be able to use a variety of problem solving strategies.
- B. Materials
  1. *Annabelle Swift, Kindergarten*, by Amy Schwartz
  2. *Math and Literature (Grades 4-6)* by Rusty Bresser
  3. Journal Entry Sheet - Appendix F
- C. Procedures/Activities
  1. Focus: What do you remember about your first day in kindergarten? What was the scariest thing you had to do?
  2. Read *Annabelle Swift, Kindergarten*
  3. Follow the lesson on *Annabelle Swift, Kindergarten* as outlined in *Math and Literature (Grades 4-6)* by Rusty Bresser, pages 3-9 or if your class has covered

double digit multiplication, you may want to follow the lesson as outlined on pages 10-11.

- D. Evaluation/Assessment
1. Journal Entry: How much would it cost our class to buy milk from the cafeteria?
  2. Supplemental math sheets (optional) if further assessment is desired.

**Lesson Five: Show Me the Food!**

- A. Objectives
1. Students will understand a monetary system.
  2. Students will be able to multiply decimals and whole numbers.
  3. Students will be able to use information from grocery ads to determine prices.
- B. Materials Needed:
1. Grocery Ads
  2. Play Money
  3. Menu Planner - Appendix G
  4. *Pig's Will Be Pigs* by Amy Axelrod (optional)
- C. Procedures/Activities
1. Focus: How many candy bars could you buy with \$3.00? Lead class discussion so students realize that they must know the price of the candy bar to solve the problem. Have the class vote on their favorite candy bar and decide how much it costs. Have each group decide how many candy bars they could buy with \$3.00. Discuss correct answer.
  2. Pass out grocery ads to each group. Have students find different ways prices are presented in the ad (by the pound, each, quantity per amount, etc.) and discuss how you would find the price of a particular item and model it on the board. For example, a roast that cost \$1.99 a pound and weighs 3 pounds would cost  $3 \times \$1.99 = \$5.97$ .
  3. Tell students that they are planning a family dinner. Brainstorm how much meat you would need to buy for each person, servings of vegetables in a can, etc. (See Appendix G)
  4. Working in groups, students will plan menus from the grocery ads and come up with a total cost. Have groups share their menus, cost of each item, and total cost of the dinner.
  5. Ask students how they would pay for their groceries (by check, credit card, or cash. Ask them how do you know if you are getting the correct change? Teacher models how to count change.
  6. Teacher makes up problems (ex. If I buy a 10 pound ham at \$4.29 a pound and give the cashier a \$50 bill, how would the change be counted back? - Say \$40.29, \$40.30, \$40.40, \$40.50, \$40.75, \$41.00, \$42.00, \$43.00, \$44.00, \$45.00, and \$50.00).
  7. Each student writes a word problem using the grocery ad.
  8. Students read questions aloud to their group and discuss whether the question can be answered.
  9. Groups brainstorm as many word problems as they can that can be answered from the grocery ad and write them on one sheet of paper. (You may want to limit their time to five minutes.) Be sure they include problems that include counting back change.
  10. Groups exchange word problems, work problems, and practice counting back change.

11. Extension: Read *Pigs Will Be Pigs* to the students. Gather menus from various restaurants and have students order a meal for their family, calculate the total price of the meal and how much change they would get from \$100.
- E. Evaluation/Assessment
1. Journal Entry: Estimate how much money your family spends on groceries in one week.
  2. Word Problems.
  3. Supplemental math sheets (optional) if further assessment is desired.

**Lesson Six: Show Me One!**

- A. Objectives
1. Students will develop number sense.
  2. Students will understand the concept of place value.
  3. Students will be able to add decimals.
- B. Materials
1. Numeral Card Decks (each deck has seven of each digit - 0, 1, 2, 3, 4, 5, 6, 7, 8, 9) Appendix H - best when copied on cardstock and laminated
  2. Close to One Game Board - Appendix I
  3. Close to One Score Sheets - Appendix J
  4. Math sheets from your supplemental material (optional)
  5. Newspaper (one complete paper per group)
  6. Butcher paper, scissors, tape or glue
- C. Key Vocabulary
1. Place Value - The value of a digit based on its position in a number.
  2. Tenth
  3. Hundredth
  4. Numeral - number
  5. Decimal - A number that uses place value and a decimal point to show tenths, hundredths, and thousandths.
  6. Decimal point - A period separating the ones and the tenths in a decimal number.
- D. Procedures/Activities
1. Focus: What is the purpose of a decimal point? (Separating whole numbers from fractions.) Do you ever use a decimal without a dollar sign?
  2. Write \$9.23 on the board and ask students to read the amount. Erase the dollar sign and have students read the decimal. Discuss the tenths and hundredths places.
  3. Brainstorm different ways decimals are used.
  4. Have students search their newspaper for five examples of decimals and cut them out. (Be sure students understand that they are to cut out the entire article and highlight the decimal.)
  5. As a small group activity, have students classify examples into categories.
  6. Students share categories and teacher writes category labels on butcher paper and tapes examples in appropriate column (for example, sports, measurement, business, time, weight, distance).
  7. Ask students why it is necessary for us to understand decimals (real world application).
  8. Students play Close to One. Each group gets a deck containing 70 numeral cards.
  9. Each student has a game board and score sheet.

10. Each student draws 6 cards and tries to find a combination of numbers that, when added together, would be as close to one as possible. For example, a group could use .73 and .27 to equal one.
  11. To find their score, they find the difference between their total and 1. For example, our score would be 0 since  $.73 + .27$  equal one. If we had a total of .98, our score would be .02.
- F. Evaluation/Assessment
1. Score Sheets (check addition of decimals)
  2. Journal Entry: What is the most important way you use decimals? Compare the games “Close to a Dollar” and “Close to One.”
  3. Supplemental math sheets (optional) if further assessment is desired.

**Lesson Seven: Show Me the Exchange Rate!**

- A. Objectives
1. Students will understand a monetary system.
  2. Students will identify exchange rates of the world.
  3. Students will demonstrate ability to research information using a variety of resource materials.
  4. Students will use a calculator.
- B. Materials:
1. Gang of Fifteen clues and information (download from web site)
  2. International Exchange Rates (download from web site or use local newspaper)
  3. Reference materials, such as atlases, almanacs, encyclopedia, etc.
  4. Calculators
  5. World maps
  6. Any foreign currency you might have for display
- C. Vocabulary
1. exchange rate
- D. Procedure/Activities
1. Focus: Tell students that you visited the Island of Circusban and you bought a pink unicorn. You spent 3 circles. How much would that have been in US dollars? Lead discussion so students understand that more information is needed to answer the question – they would need an exchange rate.
  2. Define exchange rate
  3. Practice converting different amounts of US currency to various foreign currencies using the exchange rate.
  4. Follow the lesson plan downloaded from <http://www.mcrel.org/resources/plus/index.asp>
  5. After you access the site, scroll down to Multi/Inter-disciplinary. Double click on Currency Exchange Lesson.
- E. Evaluation/Assessment
1. On a world map, students will label each country they visited. The key will be color coded; show the currency of the country and the dollar amount that the gang spent.
  2. Journal Entry: If you had your own country, what exchange rate would it have? Why?
  3. Supplemental math sheets (optional) if further assessment is desired.

**Lesson Eight: Show Me the Decimals!**

- A. Objectives

1. Students will develop number sense.
  2. Students will identify decimal place values.
  3. Students will round to the nearest hundredth and tenth.
  4. Students will compare decimals using the signs  $<$ ,  $>$ ,  $=$ .
- B. Materials
1. One deck of cards per group (with face cards & 10's removed but keeping the wild cards)
  2. Deck of cards for teacher
  3. One game board per group (See Appendix K)
  4. Pocket chart
- B. Vocabulary
1. Rounding - Finding the nearest ten, hundred, tenth, hundredth and so on.
  2. Tenth
  3. Hundredth
  4. Thousandth
- C. Procedures/Activities:
1. Focus: (Write a dollar amount on the board, ex. \$4.25). Ask the students to say the dollar amount. Erase the dollar sign and ask the students how to say it now. (four and twenty five hundredths)
  2. Discuss decimal place value with students comparing it to money (100 pennies to make \$1 and 10 dimes to make \$1) explaining the tenths and hundredths places.
  3. Write 4.256 on the board and ask whether it is greater than or less than 4.25.
  4. Play Deal Me the Decimals – Wild cards can be any number!
  5. Each group deals themselves 10 cards. The teacher deals herself 10 cards and makes the largest decimal number possible with the cards and displays it using the pocket chart. The groups try to make a decimal that is higher. Teacher writes each group's number on the board and students decide which decimal is the highest. That group gets a point. (Teacher can keep score with tally marks by groups.) Be sure that each group is writing down their decimals on the score sheet.
  6. Teacher/groups get four more cards and teacher models how to make the lowest possible decimal with her cards. Groups try to make a decimal that is lower. Students decide which group wins the point.
  7. Students try to make a decimal that is equal to any decimal the teacher makes. The team coming the closest gets the point.
  8. Variations: Have students make decimals that have to follow a red/black pattern or assign suits to particular place values (ex. All tenths must be hearts, hundredths must be clubs, thousandths are diamonds and spades for the ones place)
  9. Review the rules of rounding with students and model how to round to the nearest hundredth and tenth.
  10. Students work in groups to round the decimals that they have written down on their game board.
- D. Evaluation/Assessment
1. Journal Entry: How does rounding decimals compare to rounding whole numbers? Round 8.259 to the nearest tenth and then to the nearest hundredth. Write two number sentences using the signs  $<$  and  $>$ .
  2. Check game boards for accuracy.
  3. Supplemental math sheets (optional) if further assessment is desired.

## **Lesson Nine: Show Me the Phrases!**

- A. Objectives
  - 1. Students will be able to become familiar with sayings that differ from standard American English
  - 2. Students will use context clues to determine the meaning of phrases and sayings.
- B. Materials
  - 1. Hirsch, Jr. E. D. *What Your Fourth Grader Needs to Know*
  - 2. Money Phrases and Sayings (see Appendix L)
  - 3. Index cards and pocket chart
  - 4. Extra large spinner created out of poster board
  - 5. Plastic sandwich bags
- C. Vocabulary
  - 1. figurative language - language that serves as an illustration. It is usually used to make a point clearer, add beauty and detail to language, or enhance a statement, a figure of speech.
  - 2. literal - exact meaning of a term or expression
  - 3. idioms - a saying whose meaning can't be understood from the individual words in it
- D. Procedures/Activities
  - 1. Using Money Phrases and Sayings page (Appendix L), teacher separates copies (one per group).
  - 2. Put phrases into one plastic sandwich bag and definitions into another.
  - 3. Pass one bag of phrases and one bag of definitions to each group and allow five minutes to try and match definitions and sayings.
  - 4. Teacher is only to guide them to use context clues reassuring them that there are no wrong answers (inductive teaching model).
  - 5. Select one phrase at a time and have a group justify how they chose their matching definition. If match is incorrect, open discussion to the rest of the class and lead them to the correct answer.
  - 6. Give each student a copy of Money Phrases and Sayings. (Appendix L)
  - 7. Play "Wheel of Phrases" which is played similarly to Wheel of Fortune.
  - 8. Write the phrases on index cards (one letter per card) or draw spaces on the board as in hangman.
  - 9. Students will work in pairs and guess letters that are in the phrase. The teacher will become "Vanna," dressing as glamorously as you dare.
  - 10. Select three pairs and have them compete against each other.
  - 11. Have the first pair spin the wheel (which includes dollar amounts, lose a turn, bankrupt and prizes) and guess a letter. This continues as long as the letter is contained in the phrase or until they lose a turn, hit bankrupt or guess the phrase.
  - 12. Have three students assigned to keep track of the money that each pair is earning.
  - 13. A pair earns double their money if they correctly give the definition of the phrase that they have correctly guessed.
  - 14. Play until three phrases have been correctly guessed and then have three new pairs play.
- E. Evaluation/Assessment
  - 1. Teacher made checklist that may include participation, knowledge of phrases, and cooperation.

2. Journal Entry: Write a letter to your younger brother/sister (or book buddy), incorporating at least two of the sayings, telling them how to be responsible with their money.

**Lesson Ten: Show Me the Literature!**

- A. Objectives
  1. Students will understand a monetary system.
  2. Students will compose fiction and non-fiction literature.
  3. Students will use narrative and informative writing skills.
- B. Materials
  1. *The Important Book*
  2. A copy of any ABC Book
  3. *If You Made a Million*
  4. *Alexander, Who Used to Be Rich Last Sunday*
  5. *The King Who Rained, Chocolate Moose for Dinner* or *The Sixteen Hand Horse* by Fred Gwynne
- C. Procedures/Activities
  1. Focus: Talk about patterns in math, nature and literature. Read students several pages from each book and discuss the pattern.
  2. Divide the class into five groups. Give each group one of the books listed and have them write a money book of their own following that particular pattern. (\*You may wish to use only one book or just a couple of books depending on the size of your class and the availability of books.)
  3. Students should refer to their “Show Me the Money” folder for information to include in their book.
- D. Evaluation/Assessment
  1. Student created books

**VI. Culminating Activity: Show Me the Movie!**

- A. Invite your book buddies, kindergarten classes, parents and administrators.
- B. Invite a guest speaker from a bank.
- C. Share student created books.
- D. Watch money related movie like *Richie Rich* or *Blank Check* (entry fee is one penny).
- E. Students will be able to purchase snacks (with students acting as cashiers and counting back change).
- F. Count the pennies and put them in coin wrappers.
- G. Money collected from this event can be donated to charity or used for a class field trip.

**VII. Handouts/Worksheets**

- |               |   |                               |
|---------------|---|-------------------------------|
| A. Appendix A | - | Summarization Statement       |
| B. Appendix B | - | Show Me the Money Cover Sheet |
| C. Appendix C | - | Close to \$1.00 Score Sheet   |
| D. Appendix D | - | Treasury Hunt                 |
| E. Appendix E | - | Dollar Bill Design            |
| F. Appendix F | - | Journal Entry Sheet           |
| G. Appendix G | - | Menu Planner                  |
| H. Appendix H | - | Numerical Cards               |
| I. Appendix I | - | Close to One Game Board       |
| J. Appendix J | - | Close to One Score Sheet      |

- K. Appendix K - Deal me the Decimals Game Board
- L. Appendix L - Money Phrases and Sayings

### VIII. Bibliography

- A. Axelrod, Amy. *Pigs Will Be Pigs*. New York: Four Winds Press, 1995. ISBN 0-440-83428-7. (optional for Lesson 5)
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- G. Gwynne, Fred. *The King Who Rained*. New York: Simon and Schuster Inc. ISBN 0-671-66744-0.
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Appendix C

Close to \$1.00 Score Sheet

	Coin Amounts	Total	Score
<b>Round One</b>	\$ _____		
	\$ _____		
	\$ _____		
	\$ _____		\$ _____

	Coin Amounts	Total	Score
<b>Round Two</b>	\$ _____		
	\$ _____		
	\$ _____		
	\$ _____		\$ _____

	Coin Amounts	Total	Score
<b>Round Three</b>	\$ _____		
	\$ _____		
	\$ _____		
	\$ _____		\$ _____

	Coin Amounts	Total	Score
<b>Round Four</b>	\$ _____		
	\$ _____		
	\$ _____		
	\$ _____		\$ _____

Coin Amounts	Total	Score
		<b>TOTAL SCORE</b> _____

Appendix J

Close to One Score Sheet

Score	Decimal		Decimal		Total	
Round One	_____	+	_____	=	_____	_____

Score	Decimal		Decimal		Total	
Round Two	_____	+	_____	=	_____	_____

Score	Decimal		Decimal		Total	
Round Three	_____	+	_____	=	_____	_____

Score	Decimal		Decimal		Total	
Round Four	_____	+	_____	=	_____	_____

\_\_\_\_\_

**TOTAL SCORE**

## Appendix L

### Money Phrases and Sayings

<b>Phrases</b>	<b>Definitions</b>
Money doesn't grow on trees	Money is not easy to come by
A penny for your thoughts	Tell me what is on your mind
Money burning a hole in your pocket quickly	Money that you want to spend quickly
Pinch pennies	Be careful with money; be thrifty
Penny wise and pound foolish	Saving small amounts of money while wasting large amounts
Put in one's two cents	To give one's opinion
For love or money	By any means
Cost an arm and a leg	Costs a large amount of money
Foot the bill	To pay
Scrooge	To be miserly
Nest egg	Money someone has saved up
Salt away	To save money
Pay through the nose	Pay too much for something
Put your money where your mouth is something	To bet or invest your money in your support or believe in