

## Instant Learning Center Money Instructions

- 1) Chose a vinyl pouch, a matching activity mat, and a marker. Count your coins to see how much money you have. Write this amount at the top of your mat.
- 2) Count the coins on each card. Compare the amount of money you have to the price of each item on the cards. Next, sort the cards into the correct column on your mat.
- 3) On a sheet of paper, draw a picture of each item you can buy with your coins. Then write how much each item costs.

Try This: For each item that you could not buy, figure out how much more money you would need in order to buy it.

©2014 Lakeshore  
 (800) 428-4414  
 www.lakeshorelearning.com

# Money

## Targets this standard:

### Measurement & Data

- Solving word problems involving **dollar bills, quarters, dimes, nickels, and pennies**, using \$ and ¢ symbols

## What's Included

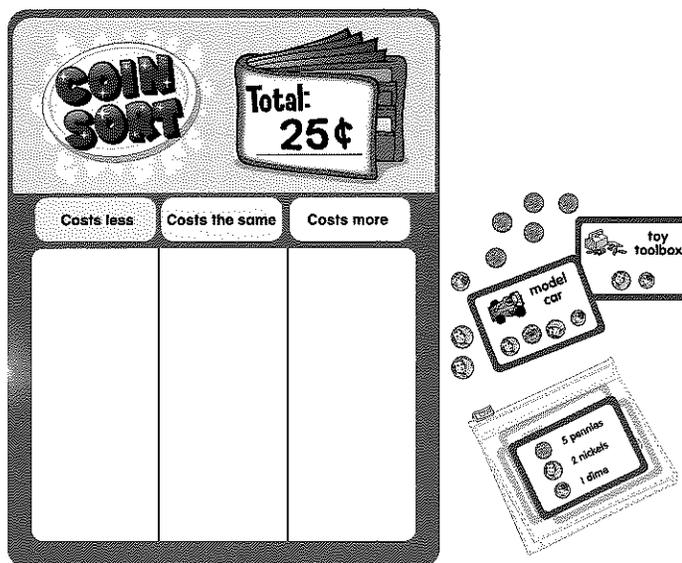
- Storage box with double-sided, pop-up instruction chart
- 4 activity mats
- 36 activity cards
- 19 plastic coins
- 4 vinyl pouches
- 4 label cards for the vinyl pouches
- 4 write & wipe markers
- Write & wipe assessment card
- Answer card

## Before You Begin

- Sort the coins and label cards into the vinyl pouches based on the pictures on the label cards.
- Add the nine matching-color activity cards to each pouch.
- Place the pouches, activity mats, and markers in the box.
- Pop up the double-sided picture instruction chart.
- Set the box in a math center with paper and pencils.
- Up to four students can complete activities at the same time.

## Investigate & Solve

- Use the Instant Learning Center as a hands-on tool to help strengthen students' money skills.
- Choose a mat and a pouch, and show them to the class. Point out that the color of the cards matches the border of the mat.



- Invite a volunteer to count the amount of money in the pouch. Show students where to write this total at the top of the mat. Choose a card and count the coins to find the cost of the item on it.
- Ask students if the item costs less than, more than, or the same as the amount of money in the pouch. Then have the student volunteer place the card in the correct column on the mat. Invite other volunteers to repeat the activity until all nine cards have been placed on the mat. **Note:** When the students are finished, they will have three cards in each column.
- Finally, demonstrate how to figure out which items students can afford to buy with the money in their pouch by talking about your thinking. For example, "These are all the items that cost less than or the same as the amount of money in my pouch." Then show students how to draw and label each item on a sheet of paper.

(continued on back)

## Meeting Individual Needs

### □ ELL

Meet in a group with your ELL students. Make a money word bank on chart paper by writing the name of each coin (or drawing a picture of it), and how much money it represents. Model the activity with students, having them demonstrate that they understand what to do.

### □ Reteach/Extra Support

Give students six activity cards to work with, instead of nine. You can also write the amount of money on the back of each card, so students can check their work.

### □ Challenge

- The "Try This!" activity at the bottom of the instruction chart is included for students who need a little more challenge. If you notice that a student finishes Steps 1–3, encourage her to try the extension activity. Students will determine how much more money they will need to buy each item that is in the "Costs more" column.
- Give students a specific amount of money. Have them search through advertisements in newspapers or magazines to find items that they could afford to buy with that amount.

## Talk About Your Thinking

As students check their answers, have them explain how they figured out which items they could or could not afford to buy. For example, a student could say, "I knew I could not afford to buy the beach ball because it costs \$0.22, and I only had \$0.21 to spend. But I knew I could afford to buy the doll because it only costs \$0.11, which is less than \$0.21."

## Extend the Learning

Instruct students to choose two cards from their pouch, add the coins together, and write the total on a sheet of paper. Have them repeat this with two other cards from the pouch. Then prompt them to circle the greater amount.

## Assessment

- Step 3 is a documenting activity for students to perform as a way for you to assess their understanding of the skill being practiced. When students have completed the activity, have them place their work in a folder or bin near the learning center for your review.
- Keep track of students' progress with the convenient write & wipe assessment card. Simply record the date and comments next to each student's name as activities are completed. For a permanent record of students' progress over the course of the school year, you may want to photocopy the completed assessment card and store it in your files.

**Note:** Use only dry-erase markers on the write & wipe surface. To remove markings, wipe the surface with a tissue or soft, clean cloth. Wipe off all markings before putting the activity mats and assessment card away. Do not leave markings overnight. To remove tough stains, spray dry-erase cleaner on a tissue or cloth and wipe the surface clean.