

**Objectives**

- Write amounts of money
- Determine the value of a set of money
- Count out amounts of money

Teacher Materials

- Charts 1, 2, and 3: *One-Dollar Bill, Five-Dollar Bill, Ten-Dollar Bill*
- Money Kit
- Equivalent Amounts transparency, page IA3 (CD)
- Money Chart transparency, page IA4 (CD)
- Judy Clock (or Chart 4: *Clock*)
- Fact family flashcards: 8-8-16, 7-9-16, and previously memorized facts

Student Materials

- Money Kit

Note

A Judy Clock (or Chart 4: *Clock*) may be used as the demonstration clock for the Practice and Review in this lesson.

Practice and Review**Time to the 5-minute interval**

Display times on the demonstration clock. Choose a student to tell the time and write the time for display.

Fact families: 8-8-16, 7-9-16

Use fact family flashcards to review the addition and subtraction facts in these fact families and those from previous lessons.

Introduce the Lesson

After the American Revolutionary War, Alexander Hamilton suggested that the Congress of the United States set up a national currency. On April 2, 1792, Congress passed the Coinage Act (or “Mint Act”) which established our country’s first mint in Philadelphia, Pennsylvania. The Coinage Act also regulated the making of our coins. Section 20 of the act states that our money should be written in decimal form with the dollar as the unit, the dime as the tenth part of the dollar, and the penny as the hundredth part of the dollar.

At first our official money system was all coins—even our dollars! On July 17, 1861, the Treasury Department was given permission to print and circulate paper dollar bills. The paper money was given the nickname “greenbacks.”

Teach for Understanding**Write amounts of money that are less than \$1.00**

1. Display the *One-Dollar Bill* chart. Review the value of the one-dollar bill and each coin. Discuss how many of each coin are needed to equal \$1.00.
2. Call attention to \$1.00 written above the one-dollar bill.
 - **What symbol is written between the dollars and cents? decimal point** in front of a number to show that it is a money value? *dollar sign*

➤ **When referring to money, what unit do you think is considered to be 1 whole? one-dollar bill** part of a whole? *Elicit coins that total less than one dollar.*

3. Display 1 one-dollar bill and 1 penny from the Money Kit.
 - **What are one-dollar bills and pennies counted by? 1s**
 - **Do a one-dollar bill and a penny have the same value? How do you know? No; answers will vary, but elicit that the value of a penny is $\frac{1}{100}$ of the value of 1 dollar; it is a part of 1 whole dollar.**
 - **How many pennies does it take to make 1 whole dollar? 100**
 - **What part of a dollar is 6¢? $\frac{6}{100}$**
 - **How would you write 6 cents using a decimal point and a dollar sign? \$0.06** 9 cents? **\$0.09** 4 cents? **\$0.04**
4. Choose students to write each amount for display. Explain that writing 6 cents or 6 hundredths of a dollar is similar to writing the decimal 6 hundredths of a whole; zero is written in the dollars place to show that there are no whole dollar units, and zero is written in the Tenths place to show there are no tenths of a dollar.
 - **Do you think that you can have 10 cents in the pennies or the Hundredths place? Why? No; elicit that every group of 10 pennies or 10 hundredths of a dollar must be renamed as 1 dime or 1 tenth of a dollar.**
 - **What part of a dollar is one dime? $\frac{1}{10}$**
 - **How would you write 10 cents using a decimal point and a dollar sign? \$0.10** 40 cents? **\$0.40** 60 cents? **\$0.60**
5. Explain that the value of cents, whether tenths or hundredths of a dollar, is written as a 2-digit number following the decimal point.
6. Distribute the Money Kits. Display 6 dimes and 7 pennies from your Money Kit.
 - **What is the value of 6 dimes and 7 pennies? 67 cents** Choose a student to write 67 cents for display, using the dollar sign and decimal point. **\$0.67** Direct each student to make 67¢ using other coin combinations. Choose students to tell what coins they used. Write the combinations on the Equivalent Amounts transparency. (e.g., 2 quarters, 1 dime, 1 nickel, 2 pennies)
 - **Does using other coin combinations for 67¢ change the way the amount is written? Why? No; answers will vary, but elicit that with any combination of coins the value is still 6 tenths and 7 hundredths of a dollar.**
7. Explain that even though coins other than dimes and pennies are used in the United States, the values are expressed as tenths and hundredths of a dollar. A quarter’s equivalent of 2 dimes and 5 pennies is 2 tenths and 5 hundredths, a nickel’s equivalent of 5 pennies is 5 hundredths, and a half-dollar’s equivalent of 5 dimes is 5 tenths.
8. Choose students to write these amounts for display.

18 cents	\$0.18	25 cents	\$0.25	84 cents	\$0.84
40 cents	\$0.40	3 cents	\$0.03	39 cents	\$0.39

Determine the value of a set of money

1. Display the *Five-Dollar Bill* and *Ten-Dollar Bill* charts. Review the value of five- and ten-dollar bills and the coin equivalents.
 - **What bill whose value is greater than a ten-dollar bill is frequently used in daily life? Answers may vary, but elicit a twenty-dollar bill.**
2. Display the twenty-dollar bill from your Money Kit.
 - **How many dimes do you think it would take to make \$20.00? 200 pennies? 2,000** How do you know? *Elicit that you can double the number of dimes or pennies that equal \$10.00 to find the number of dimes or pennies needed to make \$20.00.*

Count Money

Name _____

Write the value of the set of money.

1. **\$16.72**

2. **\$22.00**

3. **\$5.56**

4. **\$0.83**

5. **\$11.37**

6. **\$10.60**

Make the amount using the fewest coins.



The law of thy mouth is better unto me than thousands of gold and silver. *Psalm 119:72*

Amount	Quarters	Dimes	Nickels	Pennies
7. \$0.57	2		1	2
8. \$0.16		1	1	1
9. \$0.39	1	1		4
10. \$0.65	2	1	1	



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Use your Money Kit to make the amount. Write the total value.

							Total
1.	2	3	3			4	\$13.79
2.	3	1	1	3	1		\$16.60
3.	1	2	2	1	1	1	\$7.66
4.		6	1	2	1		\$6.50

Write the value of the set of money.

5. **\$0.62**

6. **\$0.43**

7. **\$0.51**

8. **\$0.75**

Write the decimal.

9. **0.27**

10. **0.70 or 0.7**

11. **2.43**

Write the number in standard form.

12. six and seventeen hundredths = **6.17**

13. seven tenths = **0.7**

Complete **Daily Review** on page 27.

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3. Display 4 one-dollar bills, 2 quarters, 3 dimes, 1 nickel, and 4 pennies from the Money Kit.

► **When counting money, which would you count first, the dollars or the coins? Why? Answers will vary.** Allow students to share their strategies for counting money.

Explain that people often begin to count money with the dollars, starting with the greatest dollar value. Then they count the coins, beginning with the coin that has the greatest value. This method allows people to easily *count on* the smaller dollar and coin values. Tell the students that some people think that it makes sense to first count the dollars and then count the coins because we write amounts of money with the dollar amounts followed by the coin amounts. Explain that dollar amounts sometimes include coins renamed as dollars; dollar amounts may need to be adjusted after counting the coins.

4. Choose a student to count aloud the displayed money, beginning with the greatest value, and write the total value for display. **\$4.89**

5. Repeat the activity using these sets of money.

1 twenty-dollar bill
1 ten-dollar bill
1 five-dollar bill
2 one-dollar bills
3 nickels
2 pennies

2 five-dollar bills
3 one-dollar bills
2 quarters
2 nickels
4 pennies

2 ten-dollar bills
1 five-dollar bill
1 quarter
2 dimes
3 pennies

\$25.48

2 twenty-dollar bills
4 quarters
6 pennies

\$41.06

Count out amounts of money

- Write \$23.47 for display in the first "Amount" column on the Money Chart transparency. Instruct the students to use their Money Kit to count out the amount, using the fewest bills and coins possible. Tell them to begin with the dollars, starting with the greatest value.
- Choose a student to tell what bills and coins he used to make \$23.47. Record his answer on the transparency.
1 twenty-dollar bill, 3 one-dollar bills, 1 quarter, 2 dimes, 2 pennies
- Direct the students to use other combinations of bills and coins to make \$23.47. Choose students to tell their combinations. Record combinations on the transparency.
- Repeat the procedure using these amounts.

\$5.90 \$14.52 \$28.78
\$15.33 \$8.19 \$20.06

Worktext pages 19–20, 27 (i)