

Teacher's Guide

I Can Subtract Bills and Coins

Introduction

This teacher's guide helps teach young children about subtracting money. By introducing the basic concept of money and values of U.S. currency, this series teaches children how to count, add, and subtract, and solve problems involving money. Graphics in this series are highly detailed and problem situations are relevant to help children easily see the use of money in relevant contextual settings.

National Standards

This series supports Mathematics, and Language Arts curriculum. Go to www.enslowclassroom.com or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities for teaching the five curriculum areas: Reading/Language Arts; Math, Science; Social Studies; and the Arts, can be found in this teacher's guide. Beginning readers will practice sight words and repetitive text, as they learn about subtracting bills and coins.

Guided Reading Level: K

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Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

Titles in this series:	Library Edition ISBN:	Paperback Edition ISBN:
I Can Subtract Bills and Coins	978-0-7660-3144-9	978-0-7660-3661-1
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Titles in this series can be purchased through all major vendors or directly from:

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I Like Money Math! Teacher's Guide for

I Can Subtract Bills and Coins

Young children are fascinated to learn more about money and are beginning to look outward to the world beyond their family and school to understand how things work. Using bright, detailed color illustrations, this book centers around one critical theme addressed throughout the book: **How do you subtract money?** This question is addressed in several examples with step-by-step instructions.

Here are some basic facts that you can share with your students about money. A website is suggested for further information.

Money Basics

Coins

Common coins in U.S. currency include pennies, nickels, dimes, and quarters. Half-dollars and dollar coins are also in circulation, but are not commonly used. Learn more about coins currently in circulation at <http://www.usmint.gov/kids/coinNews/circulating/>.

Pennies

Featuring Abraham Lincoln, our 16th President, pennies are some of the oldest coins made in the United States. They are made of copper and nickel metals. In 2009, a new series of pennies was minted to show various aspects of President Lincoln's life.

Nickels

Nickels are worth five cents today. They were not originally called nickels. Before they were made of the metal nickel, this coin was called a "half disme" (pronounced "half-dime"). In 1938, President Jefferson's profile was printed on the coin, along with an image of his home, Monticello.

Dimes

Dimes are the oldest coins minted by the United States. They were actually minted before the construction of the first U.S. Mint in 1792. The word "dime" comes from a Latin word that means one-tenth. In 1946, President Roosevelt's profile was placed on the dime.

Quarters

Quarters are named because they are one-fourth of the value of a dollar. Originally, the quarter had to weigh $\frac{1}{4}$ of the weight of a dollar coin. In 1932 George Washington's face was placed on the front of the quarter. From 1999-2008 quarters were minted with images representing each of the fifty states.

Bills

Bills are considered to be "paper money", though they are not actually made of paper at all. They are made of a blend of cotton and linen. Bills come in denominations of 1, 5, 10, 20, 50, 100 dollars, though at one time a \$100,000 note was minted. There are many symbols on U.S. bills; learn more about them at <http://kids.niehs.nih.gov/triviadollar.htm>.

For additional information and online resources, please see the following links:

http://www.frbatlanta.org/pubs/dollarscents/dollars_and_cents-u_s_coins.cfm?redirected=true%20--%20Federal%20Reserve%20Bank%20of%20Atlanta provides an overview of current currency and the design and minting process.

http://www.stlouisfed.org/education_resources/assets/pdf/25_cents_history.pdf provides printable lesson activities on the Fed, minting process, and provides other ideas for activities.

http://www.thirteen.org/edonline/concept2class/interdisciplinary/lp_middle.html provides a lesson plan integrating technology to instruct older students on money features and minting. Printable activity sheets and cross-curricular suggestions are also included.

http://www.scetv.org/education/ntti/lessons/2003_lessons/money.cfm provides a lesson plan integrating technology to instruct students in grades 2-3 on identifying and counting money. Printable activity sheets and cross-curricular suggestions are also included.

http://www.richmondfed.org/publications/education/historical_figure_bookmarks/pdf/who_am_i.pdf provides teachers with a printable "Who Am I" bingo game with fact sheets and poems for pennies, nickels, dimes, and quarters.

Page 3 of this book contains an illustrated guide to common coins and bills in U.S. currency.

Activities -- The Five Curriculum Activities

SAFETY WARNING:

Before any activity, make sure your students do not have any allergies to items that you might use. Never use anything which is sharp or may cut a student. Do not use anything too hot or cold which might injure any student. Always have an adult supervise all activities to ensure the safety of your students.

Reading/Language Arts activity:

Ask students to write or tell a story about a time that they or someone they knew spent money. Discuss with them about how spending money results in having less money for other things. Relate the concept of spending money to subtraction.

Math activity:

Create a classroom store where students can spend play money to purchase small toys or candy (or pictures cut from magazines of different items to buy). Students can practice counting and subtracting money to determine what they are able to purchase.

Science activity:

Have students investigate the properties of different coins by sorting them into groups based on size, shape, color, etc. Discuss with students the idea that coins have similarities and differences. Focus on finding the differences between quarters and nickels and pennies and dimes as young children often have become confused distinguishing them.

Social Studies activity:

Opportunity cost is the idea that choosing one action (e.g., purchasing an item), prevents you from choosing another. Help students understand this concept by discussing with them how choosing to buy one item may not allow them to buy something else if they have a set amount of money. Illustrate this concept by having three items for students to "buy" that would add up to more than the set amount of money the students have. Ask the students to tell what they could buy and discuss why they would not be able to buy all three items.

Arts activity:

Ask students to make a collage using pictures cut from old magazines to show what they could buy with a given amount of money.

Handout: I Can Subtract Bills and Coins

Name _____

Directions: Start with \$1.00. Cross off the correct coins to purchase the item and tell how much money is left.

I have \$1.00. I want to buy a pencil for \$0.35. Cross off the coins I will need to use.

(quarter) (quarter) (dime) (dime) (dime) (dime) (nickel) (penny) (penny) (penny) (penny)

How much money will I have left? _____

Now I want to buy an eraser for \$0.25. Cross off the coins I will need to use.

(quarter) (dime) (dime) (dime) (nickel) (penny) (penny) (penny) (penny) (penny)

How much money will I have left? _____

I would like to buy a glue stick for \$0.40. Cross off the coins I will need to use.

(dime) (dime) (dime) (nickel) (penny) (penny) (penny) (penny) (penny)

How much money will I have left? _____