

## Week 7 Math Money - Family Activity

Welcome to week 7! This week we are starting with a fun activity to find out that money can be used to understand math concepts. Remember for math, **choose a day of the week to do your family math activity, 3 days of work on your core math curriculum and at least 2 times a week to work on ST Math or your preferred online math program.** If you prefer a non-computer option, play a math or logic game. The resource library has a wide variety of math games to check out.

**Reminder:** This is a Power Standard Activity. It can be used instead of turning in a designated work student page from your student's math curriculum. You can do this by submitting a video of your students doing the activity or a picture/scan of their written work.

### Learning Targets

- Learn that money can be used to understand math concepts.

### Preparation:

- Read through the lesson - This lesson is done together, but each grade level has different things to accomplish. Some of the children will need you to act as a scribe or help do the activity

### Set-Up:

- There are video links to help the kids learn a concept if it might help them complete the activity. The video links are optional.

### Materials in your copies packet:

- Set of play money.
- Five dice

### Other:

### Activity:

#### Kindergarten:

Watch [THIS VIDEO](#) and [THIS VIDEO](#)

Complete this activity:

Today we are going to make \$1 three different ways. This \$1 bill is worth 100 cents. Another way to get 100 cents is to count 100 pennies, can you help me count 100 pennies? (As you put each penny in the piles say the number together.) The last way we are going to make 100 cents is with these dimes, they are each worth 10 cents, so let's count them like this 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

**First Grade:**

Watch [THIS VIDEO](#)

Complete this activity:

We are going to count to 100 using our money. Start with one penny and go to ten pennies, trade in your pennies to get a dime (so you will have 1 dime and no pennies), then add more pennies for 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20. When you get to twenty turn in your ten pennies to get another dime, then you will have two dimes. Keep doing this all the way to 100.

**Second Grade:**

Watch [THIS VIDEO](#) and [THIS VIDEO](#)

Complete this activity:

Roll three dice and put them next to each other to create; for example, 314 equals 3 hundreds, 1 ten, and 4 ones. Use dollars, ten dollar bills and hundred dollar bills to create the number. Do this several times.

**Third Grade:**

Watch [THIS VIDEO](#)

Complete this activity:

Roll three dice and put them next to each other to create; for example, 314 equals 3 hundreds, 1 ten, and 4 ones. Use dollars, ten dollar bills and hundred dollar bills to create the number. Do this again to create two piles of money. Now figure out the difference between the two piles of money (subtract the smaller number from the larger number). Next figure out the sum of the two piles (the amount you have all together).

**Fourth Grade:**

Watch [THIS VIDEO](#), [THIS VIDEO](#) and [THIS VIDEO](#)

Complete this activity:

Roll three dice and put them next to each other to create; for example, 314 equals 3 hundreds, 1 ten, and 4 ones. Use dollars, ten dollar bills and hundred dollar bills to create the number. Do this again to create two piles of money. Now figure out which number is bigger and write them down with a greater than, less than or equal sign. (Like this  $462 > 314$  or  $220 < 314$  or  $314 = 314$ ).

*Optional Resources:*

For more practice: [Comparing Numbers within 1000](#)

**Fifth Grade:**

Watch [THIS VIDEO](#)

Complete this activity:

Find a little rock or anything round. This is going to be your decimal point. We are going to roll five dice to play this game. Roll five dice and put them next to each (with your “decimal point” after the first three; for example, 314.56. Use pennies, dimes, dollars, ten dollar bills and

hundred dollar bills to create the number. In this example you would have three hundred dollar bills, one ten dollar bill, four one dollar bills, five dimes and six pennies. Try this several times and write down the dollar amounts you make.

**Sixth Grade:**

Watch [THIS VIDEO](#) and [THIS VIDEO](#)

Complete this activity:

We are going to make a chart for keeping track of how much you are going to earn doing something. In my example it will be jumping jacks, but feel free to switch it to something you love doing (like shooting a basket) or need to do (pick up toys). You are going to do “jumping jacks” at a rate of \$2/per jumping jack. So for every jumping jack you do, you get \$2 (in your money kit). Make a chart to figure out how much money you will get if you do a certain amount of jumping jacks. It will look like this:

Jumping Jacks	Money
1	\$2
2	\$4

How much money will you make if you do 10, 16 and 32 jumping jacks? Do as many jumping jacks as you can up to 50. How many did you do? How much money did you earn? If you did all 50 you would have earned \$100. You earned some part of the \$100 possible. If you did 34 jumping jacks and got \$68 then you got  $68/100$  of the possible amount or 68%. What percent of the possible did you get?

*Optional Resources:*

For more practice:

[Khan Academy Percent Practice](#)

[Khan Academy: Rates and Ratios Practice](#)