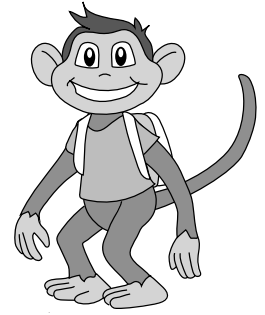
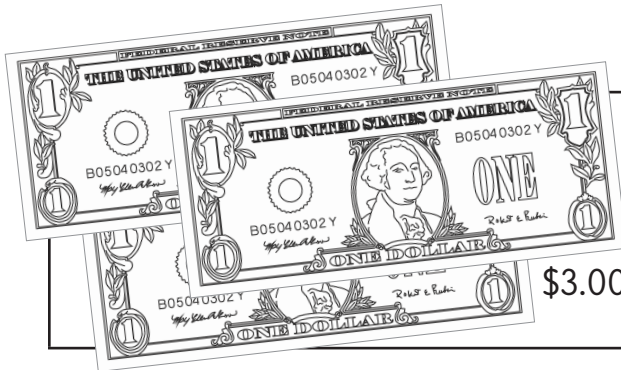


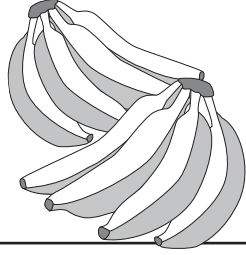



Coin Monkey - 3




Name: _____











Add up the money in each group and write the answer in the box.



 25¢
  5¢
 \$ 3.30





\$1.00  One Dollar





 \$.





 \$.




\$1.00  One Dollar







\$1.00  One Dollar

\$.




\$1.00  One Dollar











\$1.00  One Dollar


\$1.00  One Dollar

\$.










 \$.









\$1.00  One Dollar


\$.


\$1.00  One Dollar








 \$.

\$1.00  One Dollar

\$1.00  One Dollar

\$1.00  One Dollar

\$1.00  One Dollar



\$.

Teacher Notes: Coin Monkey 3 (Grade 1)

ONLINE ACTIVITY

[Coin Monkey](#)

ESL VOCABULARY

dime

nickel

penny

quarter

LEAD-IN ACTIVITY SUGGESTIONS

1. Show students the different types of U.S. money (either real or images), elicit the names of each, and write them on the board. Ask the students what each piece looks like, and elicit or provide the values of each. Turn focus to the Coin Monkey online activity.
2. Provide small groups or pairs of students with a set of money (real or fake). Give them an amount of money to create a specific amount (e.g., 57 cents) using the coins and bills in front of them (e.g., 2 quarters, 1 nickel, and 2 pennies or 5 dimes and 7 pennies, etc.). Add challenge by requiring groups to use a specific piece (e.g., Create 57 cents, and you must use at least 1 dime.). Turn focus to the worksheet. Elicit the names of the money on the worksheet (dollar and dime) and their values. Have students complete the worksheet.

EXTENSION ACTIVITY SUGGESTIONS

1. To put money spending into a real-world context, show students a store flier (if using a real flier, we advise changing the prices to be easier to work with using smaller amounts). Ask students to work in pairs or small groups to plan how to spend their money. Give them an amount of money (e.g., 10 dollars, 12 quarters, and 7 nickels) to spend on items from the flier, and they cannot spend more. Ask students to show their calculations (subtracting each item's value from the starting amount) to ensure they do not spend more than they have.

ADDITIONAL NOTES

1. **Virtual:** Alert students' adults to the working with coins lesson and ask for their help to provide some coins for the student to work with. Otherwise, have Google Images available to screenshare.
2. **ESL and Special Education:** If students have recently come from their home country, ask them to bring or talk about currency from their home country. Are there similarities between that currency and U.S. currency?

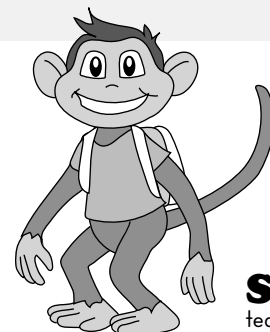


25¢

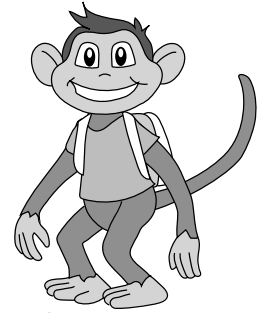


5¢

\$ 3.30



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Add up the money in each group and write the answer in the box.

\$ 3.30

\$1.00 One Dollar

25¢ 25¢ 25¢

\$ 1.75

5¢ 5¢ 5¢ 5¢ 5¢

25¢ 25¢ 25¢

\$ 1.00

\$1.00 One Dollar

5¢ 5¢ 5¢

\$1.00 One Dollar

\$ 2.15

\$1.00 One Dollar

25¢ 5¢ 5¢

\$1.00 One Dollar

\$1.00 One Dollar

\$ 3.35

25¢ 25¢ 25¢

25¢ 25¢

\$ 1.25

25¢ 25¢ 25¢ 25¢

\$1.00 One Dollar

\$ 2.00

\$1.00 One Dollar

5¢ 5¢

25¢ 25¢

\$ 1.60

\$1.00 One Dollar

5¢

\$1.00 One Dollar

\$1.00 One Dollar

\$1.00 One Dollar

\$ 4.05