



# Children's Museum of Houston

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## Pre/Post Classroom Activities

### Counting It Out In Rapid Speed!

#### Rationale:

Students learn counting skills through curriculum in math instruction. They observe money change hands in stores, restaurants, and places of business in their community. By working through scenarios that they have some familiarity with, students relate to roles where accurate counting is critical to the work or function. By using money scenarios relative to them, students can engage in the handling of amounts of currency that require them to use accuracy and speed.

#### TEKS Objectives:

##### Economics:

3.6 (A) identify ways of earning, spending, and saving money

##### Math:

3.14 (A) identify the use of mathematics in everyday situations

3.15 (D) use tools such as real objects, manipulatives, and technology to solve problems

##### Social Studies:

11(B) identify examples of actions individuals and groups can take to improve the community

9(B) identify services commonly provided by local governments

#### Background:

Banking and business relationships require strong skills and accuracy of the handling of money. These skills are critical in helping to facilitate customer deposits at a bank or completing purchases in a retail environment. In this activity, students will count by 5, 10, 20, and 100s with accuracy and speed in response to money transfer scenarios that they commonly observe take place. By participating in this speed counting activity that feels like a game, students will make a connection between the need for counting with accuracy and the use of this skill in everyday life. Students will later be able to further explore concepts of spending and saving in the 'Kidtropolis' exhibit.

#### Vocabulary

##### Withdrawal:

This is the action of taking money out of your bank account.

##### Deposit:

This is the action of putting your money in your bank account.

##### Accuracy:

This is used to describe how correct something.

##### Teller:

This is the employee of the bank that greets and helps you with making deposits.

##### Employee:

This is the role of a worker at the place of work. A teller is an employee of a bank.

##### Teller:

This is the employee of the bank that greets you at the bank and helps you with making your deposits.

Cashier:

The employee at a store or place of business that is responsible for counting the money that you pay to buy goods or services.

Transaction:

This is the action of switching money for goods or services.

Materials:

- Monopoly /Xerox copied play money
- Scenario cards with grade appropriate money exchange scenarios.
- Timers (optional)

Obtain from

- Monopoly game board resources
- Math department resources
- Black-line master

Procedure:

Set up

- Cut scenario cards.
- Provide each partnership with dollar bills sufficient to be able to count amounts represented on the scenario exercises.
- Explain the rules:
  1. Students will take turns in flipping over 1 scenario card and completing the action.
  2. Each turn involves either paying money to, or receiving from, the partner using the money provided.
  3. Each turn is checked for accuracy by the player's partner.
  4. Activity continues until all scenario cards have been acted out.

*What to do*

1. Place the cut scenario cards face down between partners of 2
2. Ask the students to choose who will go first and instruct them to take a scenario card from the stack and read it aloud.
3. Ask students taking the turn to determine whether they will be *paying* or *receiving* money in each scenario.
4. Explain that each scenario requires a student "pay" using the dollar bills described in the scenario card. *Example: You are checking out at the grocery mart. Pay the cashier \$150 using only 20s, and 10s.*
5. Ask the partner, who did not count in the scenario, to check the accuracy of the counter.
6. Ask students to remove the scenario card from the stack and replace dollar bills in the original stack to prepare for the next turn taker.
7. Invite students to use timers for speed challenges!
8. Encourage students to continue play until the given scenario cards have been completed.

Questions to ask:

- Which scenario did you find most difficult to role play?
- Other than the scenarios given, where else do you think these counting skills are used in the community?
- What could happen if you didn't count correctly when you pay for something at the mall?
- Why do you think it is important for tellers and cashiers to count so accurately?

Extension:

How many \$20 dollar bills would I need to pay for a \$500 computer game system?

Resources:

Can I Have Some Money?: Max Gets It! By Candi Sparks - Max is a realistic character that shares his experience with making, saving, and spending money with kids.

The Penny Pot by Stuart J. Murphy – Chester the cat and Jessie engage students in counting coins to make spending decisions at the local school fair

Money Sense for Kids, by Hollis Page Harman – Fun book to use in teaching the history of banking and paper currency. Discusses the characteristics of each bill, whose face is on which, and why!

Websites:

<http://www.giveme20.com> – This website provides educators a resource for teaching banking concepts to younger students. There are links to interactive games that can be used to reinforce savings and spending concepts.

<http://www.practicalmoneyskills.com> – The website offers financial literacy lesson plan ideas for all grades. Choose a grade level range and take advantage of the black-line masters and simple assessments that are provided for you.

<http://www.orangekids.com> - An interactive game that allows two characters to lead students into an “outerspace” economic environment where spending decisions must be made in a rapid pace.

<p>You are going to have a sleepover. You buy food to feed 10 ten friends. You are in the grocery check out line. Pay the cashier \$150. Quick! Your friends are waiting!</p> <p>You have \$20 and \$5 dollar bills.</p>	<p>You have a job as the cashier at the video store. A customer just bought 5 video games. He owes \$95. He has 1 \$5 bill. The rest are in \$20s and \$10s. He must pay you quickly. The store is closing!</p>
<p>You lost 2 library books and you must pay the librarian \$35 before you go to lunch. Hurry, because you are really hungry!</p> <p>You have (1) \$10 bill. The rest are in \$5 and \$1 dollar bills.</p>	<p>You have a job as a teller at the bank. Your neighbor comes in to make a deposit of \$205.</p> <p>He gives you (2) \$50 dollar bills and the rest are \$10s and \$1s. Make sure he counts it out correctly.</p>
<p>You saved your money for a new lab top computer. There's only 1 left and the store is closing. Pay the cashier \$426 dollars.</p> <p>You have \$20s, \$10s, \$5s and \$1s.</p>	<p>You are working at the checkout counter at the Hamburger Hut. Your customer's total bill was \$25. He pays you with a \$50. Give him his change.</p> <p>You have \$5 dollar bills in your cash register.</p>
<p>You want to make a withdrawal from your savings account to take to camp. Mom says you can take \$140. Ask the teller to give this amount in \$10 and \$20 dollar bills please.</p>	<p>You buy grandma a present for her birthday. She will really like new purse you chose at the mall. Pay the cashier at the store \$49</p> <p>You only have 1 \$10 bill. The rest are \$5 and \$1 dollar bills.</p>
<p>You cut the grass for your neighbor while they are on vacation. They pay you \$15 each week for 4 weeks. They're home now. Your neighbor is ready to pay you.</p> <p>He has 1 \$50 dollar bill. The rest are \$1 dollar bills</p>	<p>You are taking orders for a school fundraiser. You collected all the money and have to turn in \$437. The first one to turn in all money gets a prize!</p> <p>You have 1 \$100 dollar bill and 2 \$50 dollar bills. The rest are in \$20, \$10, and \$5 dollar bills.</p>
<p>Your family has dinner at Pizza Joes on Friday night. The total bill was \$75. You dad pays with a \$100 bill. The waiter needs to give dad's change quickly because there are other customers waiting.</p> <p>The waiter gives you 1 \$10. The rest are \$5 and \$1 dollar bills.</p>	<p>You saved all your money for months. You're ready to make a deposit at the bank. Ask the teller to deposit your \$258 into your savings account.</p> <p>You have \$20, \$10, \$5, and \$1 dollar bills.</p>

