



# ARTS + ACADEMIC EXTENSIONS

## GRADES 1-2: MATH/VISUAL ART

### Ones, Tens, and Hundreds: Show Me the Money

We're designing play money! Put yourself on a hundred dollar bill and start bundling those numbers! Students will learn about money from different cultures and why different historical figures have been depicted there. Then they will make their own play money and use it to understand the place value chart up to 100. *Note: this episode builds on an episode about making coins called Coin Designers.*

**CONNECTED OBJECTIVE:** Students will create math manipulatives by making play money and use it to understand the place value chart up to 100.

**MATERIALS NEEDED DURING EPISODE:** paper or cardboard or cardstock; markers, pencils or crayons; scissors





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## Standards:

CCSS.MATH.CONTENT.2.NBT.A.1.A

100 can be thought of as a bundle of ten tens — called a "hundred."

VA:Cn10.1.2: Create works of art about events in home, school, or community life.

## ARTS EXTENSIONS:

**Make Your Own Money:** Real money reflects the culture of the land from which it originates. It tells you what is important to the people of that country. U.S. currency features American landmarks, leaders, and spiritual symbols.

- What would your money say about you if you had a land of your own?
- Which heroes would you feature on the bills? Why?
- What landmarks best reflect who you are? Why?
- What color would your money be?

**Place Value Caterpillar:** Have students create a version of the example to the right:

**Make a wallet:** Challenge students to create a wallet for their money using materials in their homes.



## ACADEMIC EXTENSIONS:

**Solve word problems with manipulatives:** Create word problems that students can solve using their homemade play money.

**Make a word problem:** Ask students to write word problems that can be solved using their homemade play money.

**Marking 10 or 100:** Send students to find something in their home that makes noise. (an instrument, a pencil on a book, a shaker, etc.) Count dots or shapes as a class. Every time you finish a multiple of 10, ask students to make noise. Circle each bundle of ten. And then count again using skip counting.

**Challenge:** If you really want to count a lot of dots, circle bundles of 100 and then skip count.



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Visual for explaining benchmark numbers:

**WHAT ARE BENCHMARK NUMBERS?**

A benchmark number is a 10 or a *decade number* like 1, 20, 30, 40, etc. A benchmark number can also be a 100 like 200, 300, 400, 500, etc.

**Not a Benchmark**

350	80	400
130	900	50
560	90	

**Benchmark**

63	94	413
136	943	57
567	96	

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## Understanding Currency and Teaching Financial Literacy to Children

SmartKids | 2-min video: <https://youtu.be/2GGYCIY5WNY>

**Parts of a Dollar:** Students will draw the parts of a dollar using all the knowledge they gained from the videos and activities. Display examples and have students draw the \$1 bills and ways to break up the dollar (as depicted on the right) You can also have students draw a \$20 bill and ways to break up the \$20, etc.



### HELPFUL LINKS:

Place Value Song (Hundreds, Tens, and Ones)

<https://www.youtube.com/watch?v=5W47G-h7myY>

Math Games: [www.mathgames.com](http://www.mathgames.com)

Splash Math: <https://www.splashlearn.com/math-games-for-1st-graders>

Embarc.online: <https://embarc.online/>

ABCYa Math Games: <https://www.abcya.com/grades/1>

Education.com Math Games: <https://www.education.com/games/first-grade/math/?page=2>



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