Counting It Out

Objective
Students learn counting skills through curriculum in math instruction. They observe money change hands in stores, restaurants, and places of business in their community. They see that accurate counting is critical to the work world. By using familiar situations, students practice handling money and counting accurately and quickly.

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.
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:
Play money
Scenario cards
Timers (optional)

Procedure:
Set up
Cut scenario cards.
Provide each partnership with enough dollar bills for the exercises.

Explain the rules:
1. Students will take turns in flipping over 1 scenario card and completing the transaction.
2. Each turn involves either paying money to, or receiving money from the partner
3. Playing partners check each turn for accuracy.
4. Continues until all of the scenario cards have been acted out.

What to do
1. Place the cut scenario cards face down between each pair of partners.
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 the transaction.
4. One Player acts out the situation set forth in the card and counts out play money to make the payment.
5. Ask the Partner, who did not count the money “paid”, to check the accuracy of the counter.
6. Students remove the scenario card from the stack and replace the dollar bills in the original stack so as to prepare for the next turn.
7. Students may use timers for speed challenges!

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 everyday life?
What could happen if you didn’t count correctly when you pay for something at the mall?

Books
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 involve 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.

**Scenario Cards**

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!
You have $20 and $5 dollar bills.

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!

You lost 2 library books and you must pay the librarian $35 before you go to lunch. Hurry, because you are really hungry!
You have (1) $10 bill. The rest are in $5 and $1 dollar bills.
You have a job as a teller at the bank. Your neighbor comes in to make a deposit of $205. He gives you (2) $50 dollar bills and the rest are $10s and $1s. Make sure he counts it out correctly.

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. You have $20s, $10s, $5s and $1s.

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. You have $5 dollar bills in your cash register.

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.

You buy grandma a present for her birthday. She will really like the new purse you chose at the mall. Pay the cashier at the store $49. You only have 1 $10 bill. The rest are $5 and $1 bills.
You cut the grass for your neighbors 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. He has 1 $50 dollar bill. The rest are $1 dollar bills.

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! You have 1 $100 dollar bill and 2 $50 dollar bills. The rest are in $20, $10, and $5 dollar bills.

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. The waiter gives you 1 $10. The rest are $5 and $1.

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. You have $20, $10, $5, and $1 dollar bills.