

The Money Jar

Line Master 1 (Assessment Master)

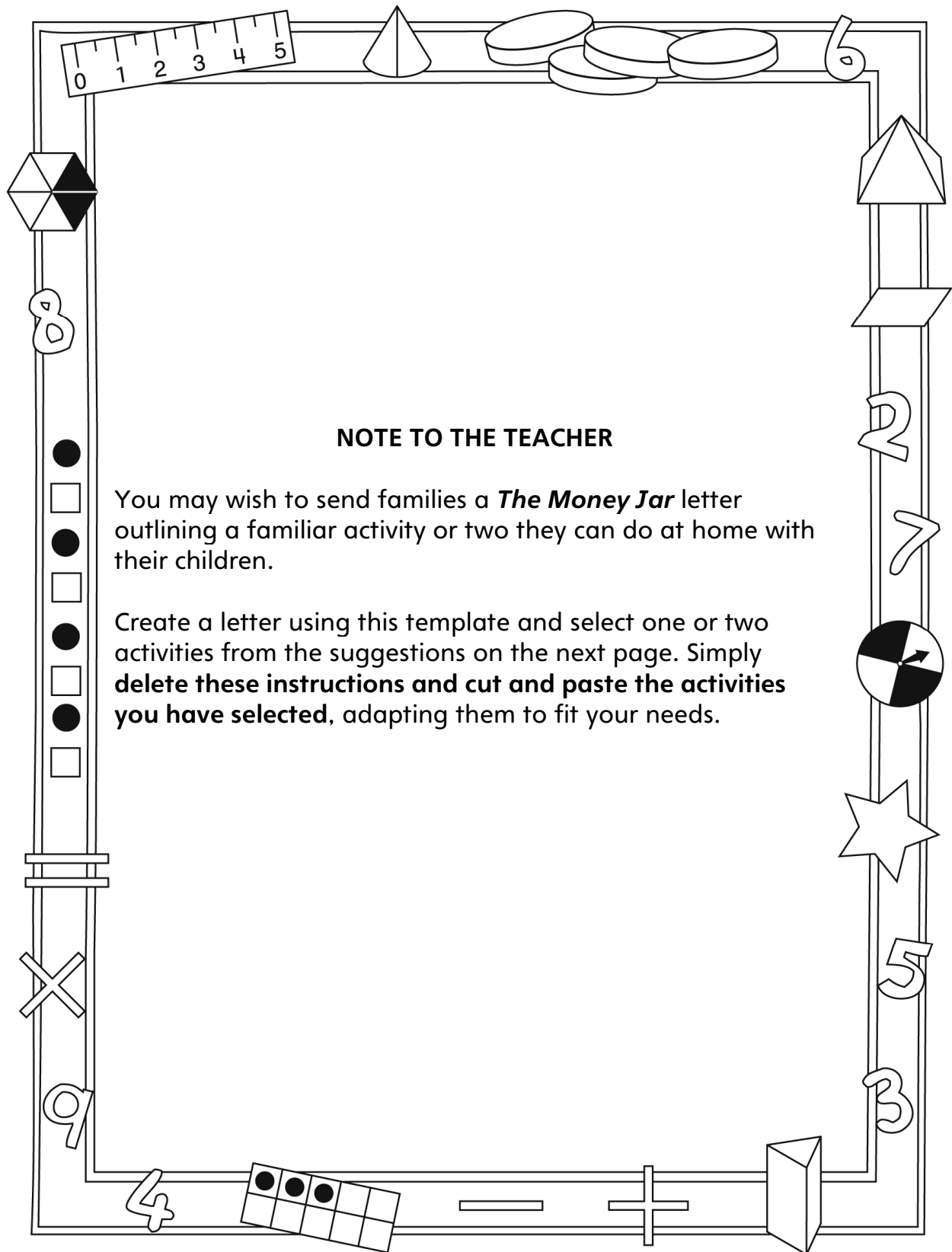
Name: _____

Add and Subtract to 100	Not observed	Sometimes	Consistently
Models and symbolizes addition and subtraction problem types			
Uses properties of addition and subtraction			
Extends known sums and differences to solve other equations			
Develops efficient mental strategies to solve equations with multi-digit numbers			
Compose and Decompose Based on Units of 10			
Writes, reads, composes, and decomposes 2-digit numbers as units of 10 and leftover 1s			
Determines 10 more/less than a given number without counting			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

You may wish to send families a *The Money Jar* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

Connecting Home and School

Line Master 2–2

Dear Family:

We have been working on ***The Money Jar***, which focuses on adding and subtracting to 100, and composing and decomposing based on units of 10. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy counting the money that goes into the money jar, adding the totals, and subtracting what is taken out. After you read, you might gather some coins or play money to re-create some of the different scenes in the story.



Money Shout Out: Gather an assortment of coins or play money. Start by shouting out an amount of money (less than a dollar); your child then must build that amount, using the coins or play money. If the amount is correct, he/she gets a point. Then, ask your child to find another way to build the same amount to get another point. Switch roles. First person to score 10 points wins.



What's in My Hand? Put a few coins in each hand. Show your child what you have in one hand and hide the other behind your back. Say the total of all the coins, and tell your child to use the sum to guess the hidden amount. Then, invite your child to guess what coins you have.



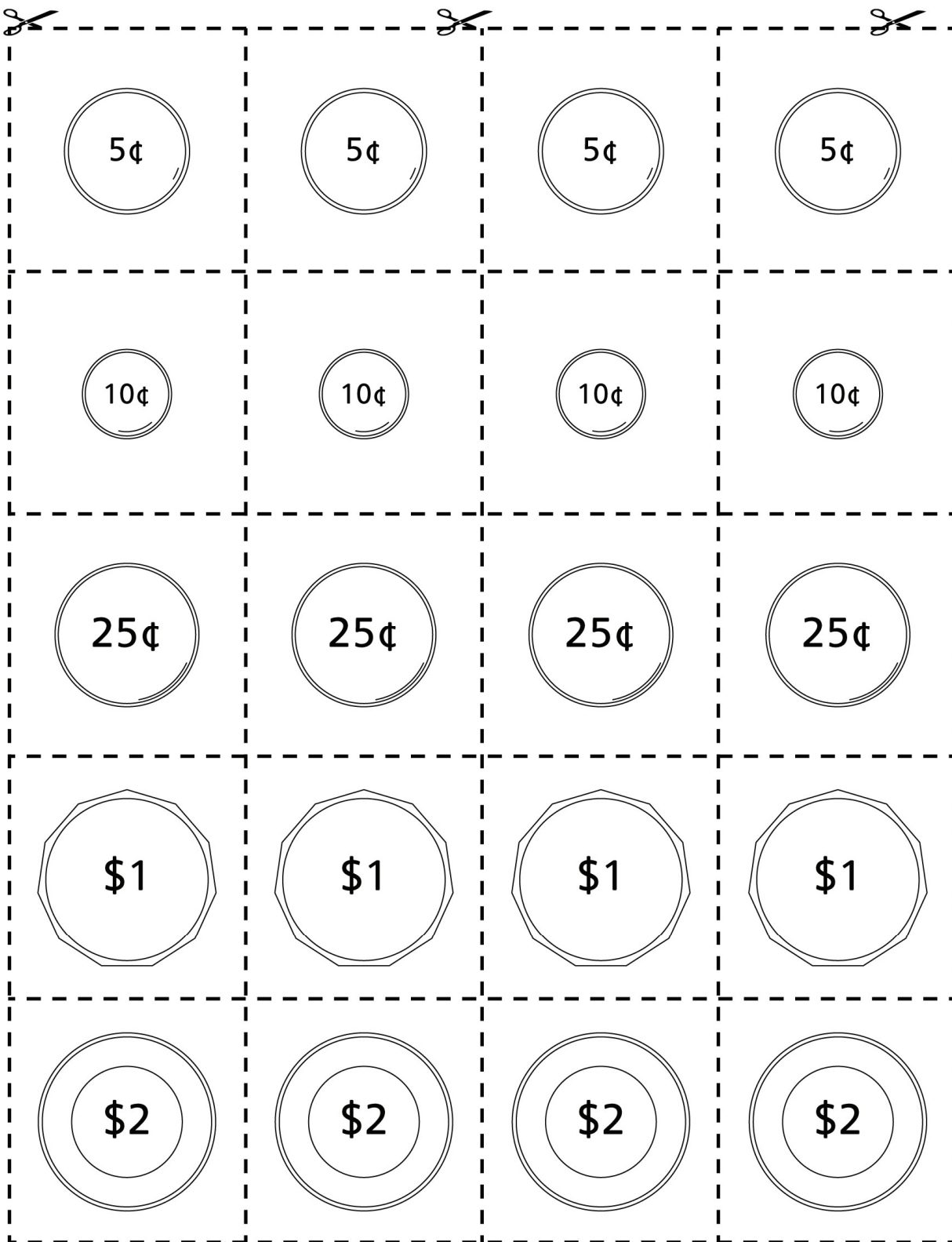
Cupcake Money: On the inside of cupcake liners, write different amounts of money that are under a dollar. Have your child put the correct amount of coins (or play money) in each cupcake liner. Count together to ensure that the correct amount was placed in each liner.



Sincerely,

Play Money

Line Master 3



The Money Jar Math Mat

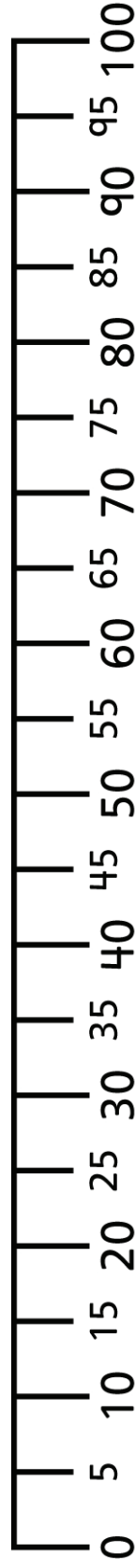
Line Master 4

Name: _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Lines

Line Master 5



Double Ten-Frame

Line Master 6

Number of the Day

Line Master 7-1

Name: _____

The number of the day is:



Show the number with tally marks.

Show how many 10s and 1s.

10s	1s

Show the number with Base Ten Blocks.

Number of the Day

Line Master 7-2

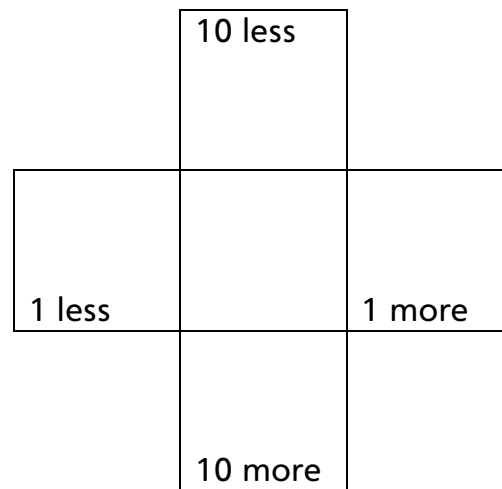
Name: _____

The number of the day is:

Break the number apart.

_____ + _____ = _____

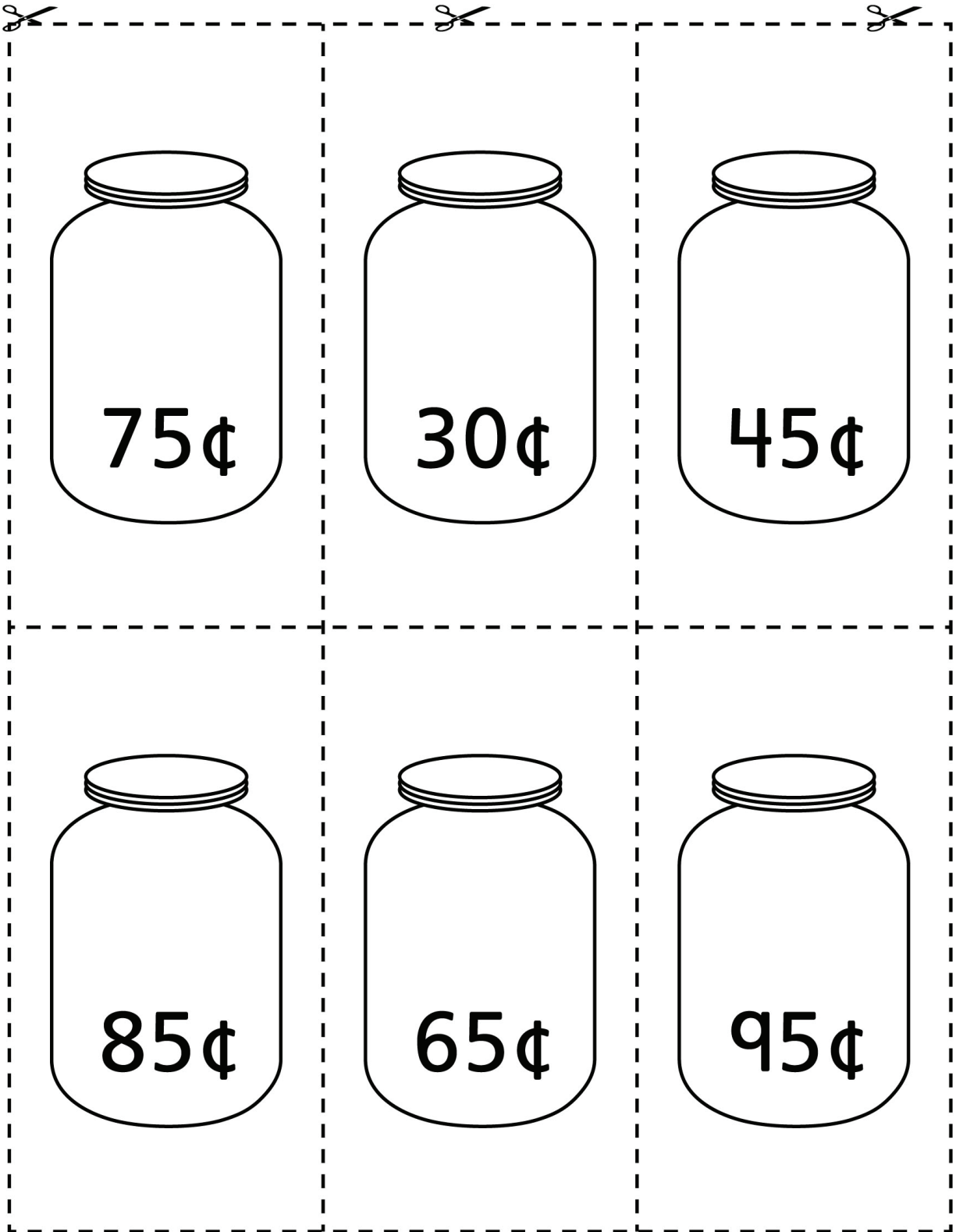
Show more than and less than.



Show the number with coins.

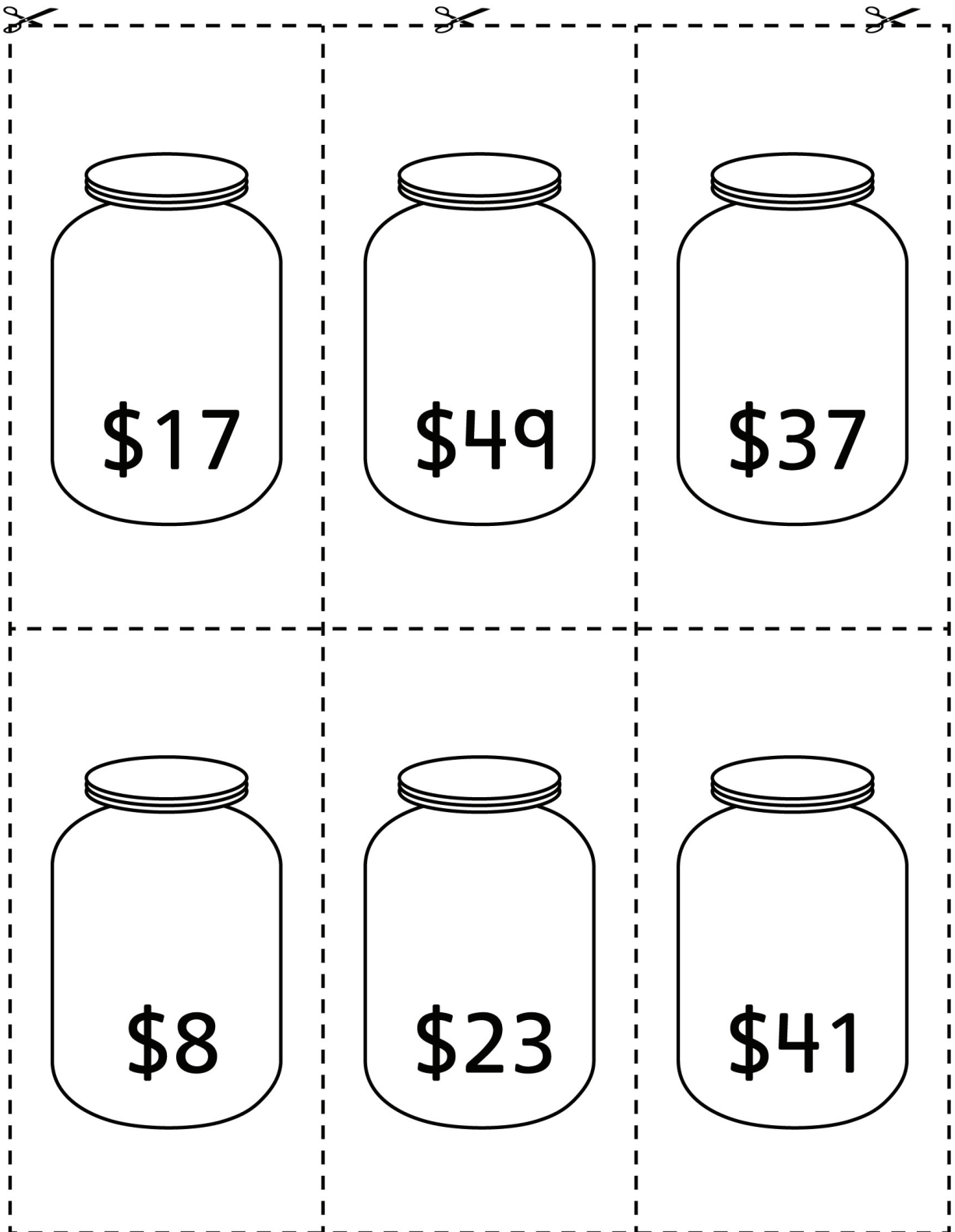
Money Jars

Line Master 8-1




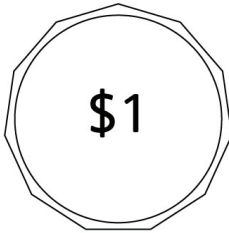


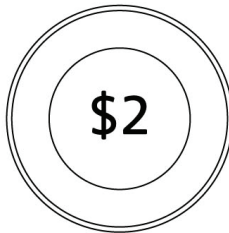
Money Jars


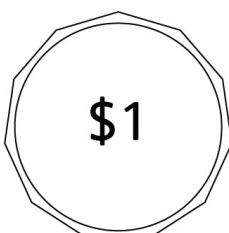


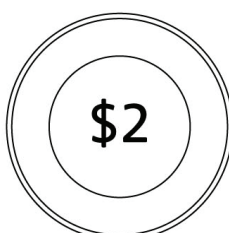
Line Master 8-2



Race to \$100

Line Master 9-1

  \$1	 Miss a Turn	 \$5
\$20	 \$2	\$10

  \$1	 Miss a Turn	 \$5
\$20	 \$2	\$10

Race to \$100

Line Master 9-2

Name: _____

My Score		My Friend's Score	
Card Drawn	Total So Far	Card Drawn	Total So Far

Back to Back

Line Master 10



+

=

My Number

My Friend's Number

Sum



+

=

My Number

My Friend's Number

Sum



+

=

My Number

My Friend's Number

Sum



+

=

My Number

My Friend's Number

Sum



Buying School Supplies

Line Master 11

Name: _____

You have only \$1. You want to buy as many items as you can.

Circle the items you plan to buy.

Pencils	16¢ each
Pencil Crayons	40¢ each
Scissors	82¢ each
Pencil Case	98¢ each
Glue Stick	34¢ each
Ruler	76¢ each

How many items did you get? _____

How much do you have left over? _____

Now How Many?

Line Master 12

✂ -----

You have 45¢ in your pocket. What are the possible combinations of coins you could have?

✂ -----

Carlos has 17¢ and Neil has 25¢. How much more money does Neil have?

✂ -----

John sold his hockey card for 60¢ and then bought some gum for 25¢. How much money does he have now?

✂ -----

Matthew has 68¢. Shawn has a nickel more than Matthew. How much money does Shawn have?

✂ -----

Mr. Fraser had 75¢. He decided to spend 45¢ on a cupcake from the bake sale. How much money does Mr. Fraser have now?

✂ -----

Laura had 60¢ and decided to spend 35¢ on a yo-yo. How much money does Laura have now?

✂ -----

Omar has 1 quarter, 2 dimes, and 3 nickels. How much money does he have altogether?

✂ -----