

# The Money Jar

## Line Master 1 (Assessment Master)

Name: \_\_\_\_\_

<b>Add and Subtract to 100</b>	<b>Not observed</b>	<b>Sometimes</b>	<b>Consistently</b>
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			
<b>Compose and Decompose Based on Units of 10</b>			
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:**

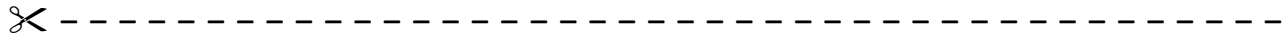
**Next Steps:**



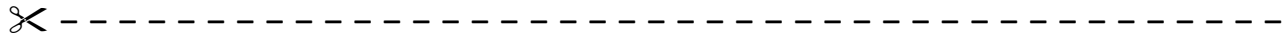
# Connecting Home and School Line Master 2-2

Dear Family:

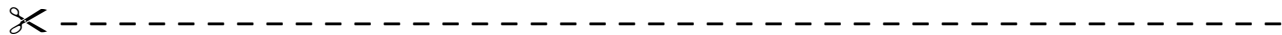
We have been working on *The Money Jar*, which focuses on adding and subtracting to 100, and composing and decomposing based on units of 10. Try this activity at home with your child.



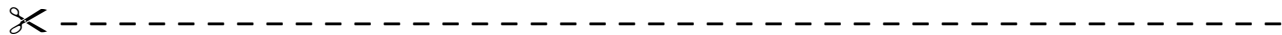
**Reading the Story:** As you read the story, enjoy counting the money that goes into the money jar, adding the totals, and subtracting what is taken out. After you read, you might gather some coins or play money to re-create some of the different scenes in the story.



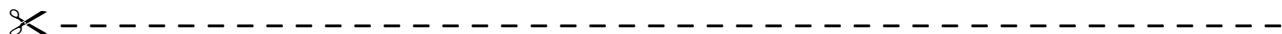
**Money Shout Out:** Gather an assortment of coins or play money. Start by shouting out an amount of money (less than a dollar); your child then must build that amount, using the coins or play money. If the amount is correct, he/she gets a point. Then, ask your child to find another way to build the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

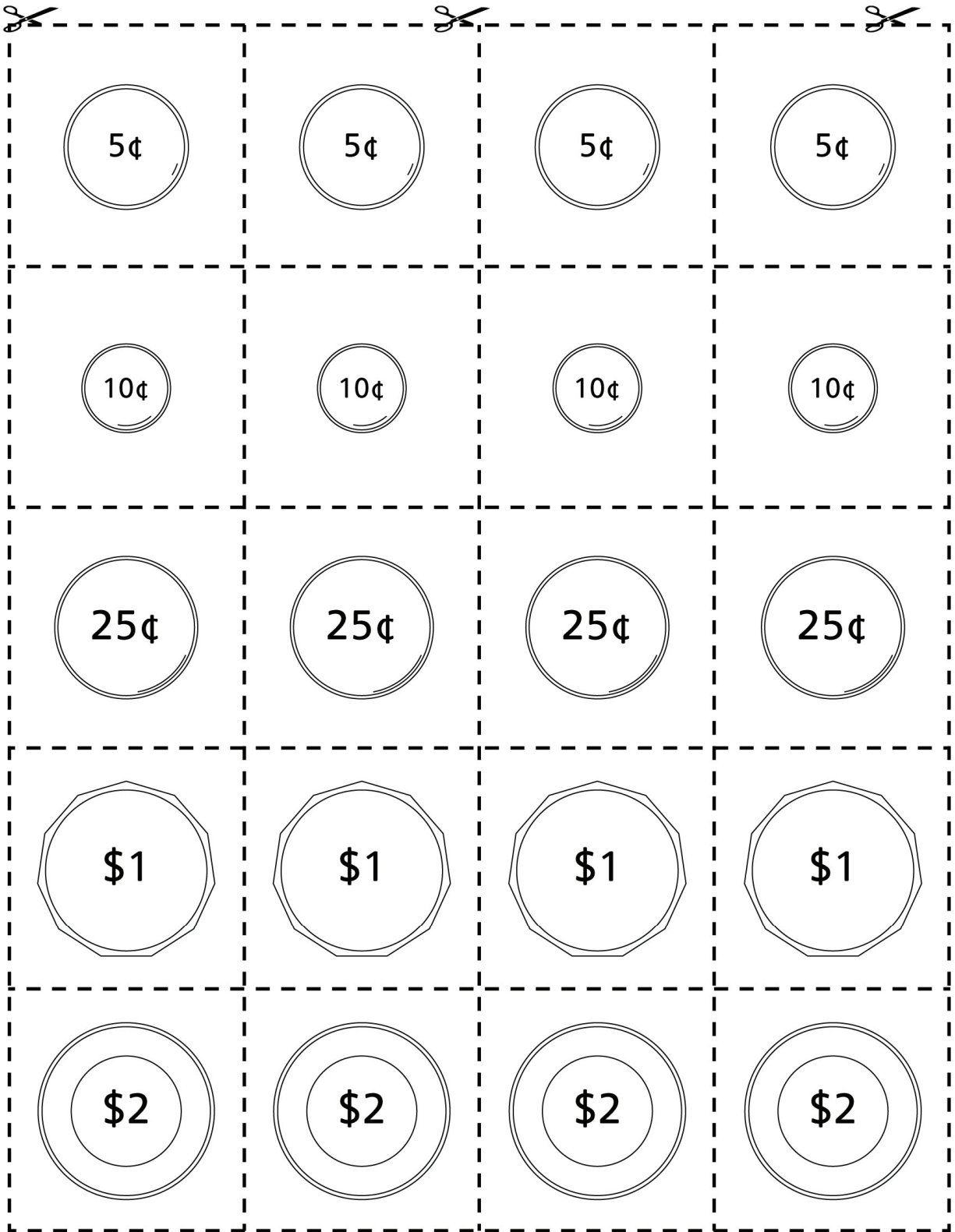


Sincerely,

\_\_\_\_\_

# Play Money

## Line Master 3



# The Money Jar Math Mat

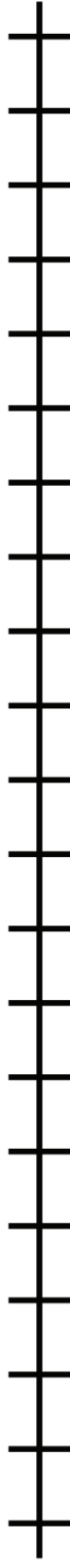
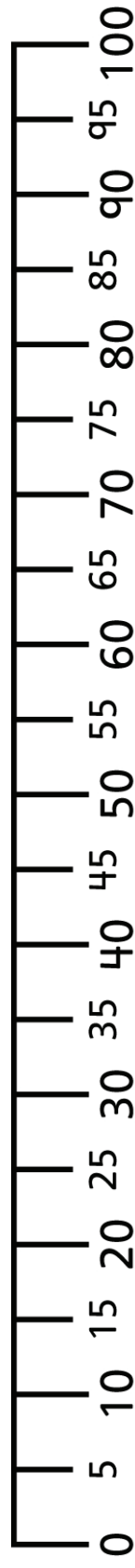
## Line Master 4

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

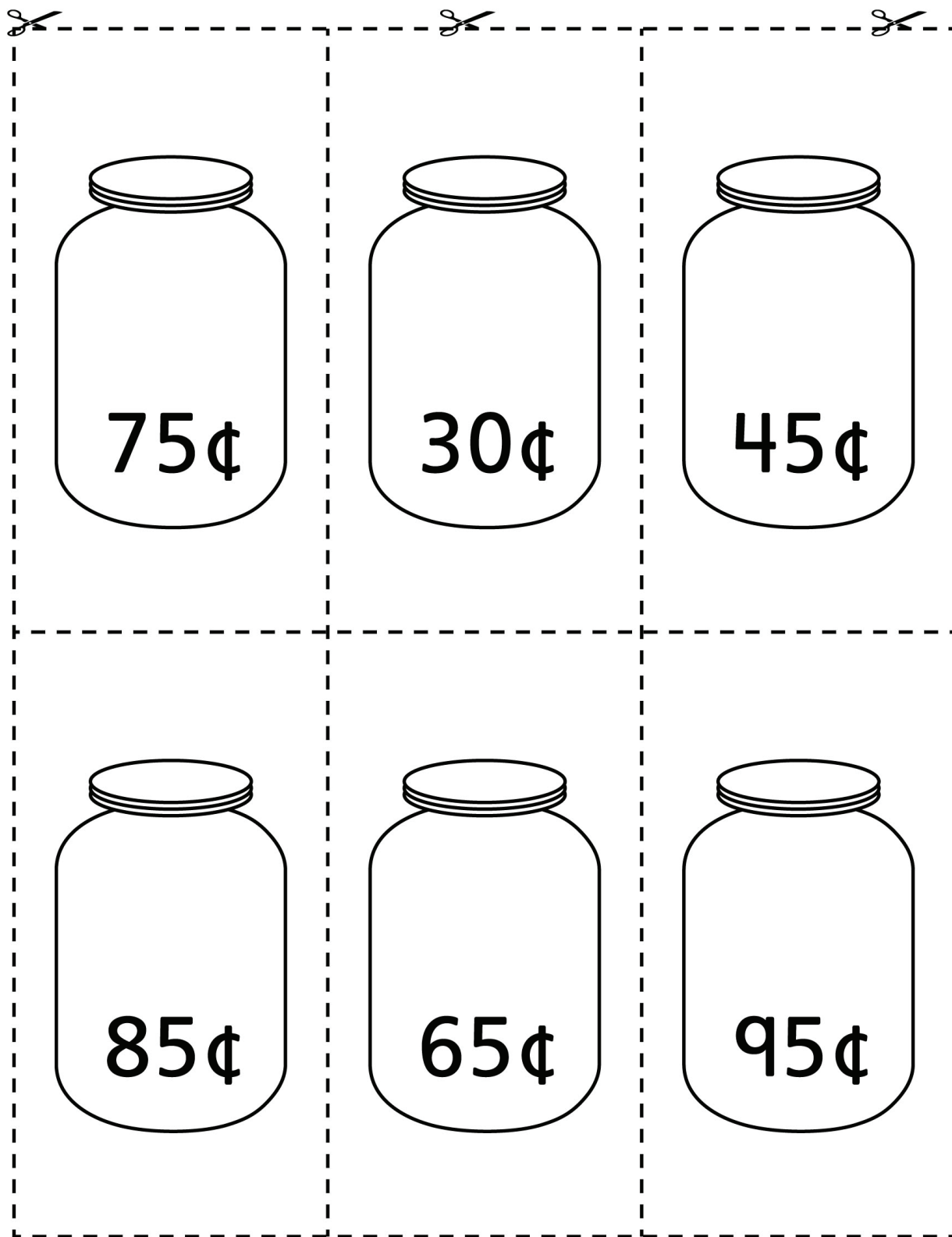
Show the number with Base Ten Blocks.





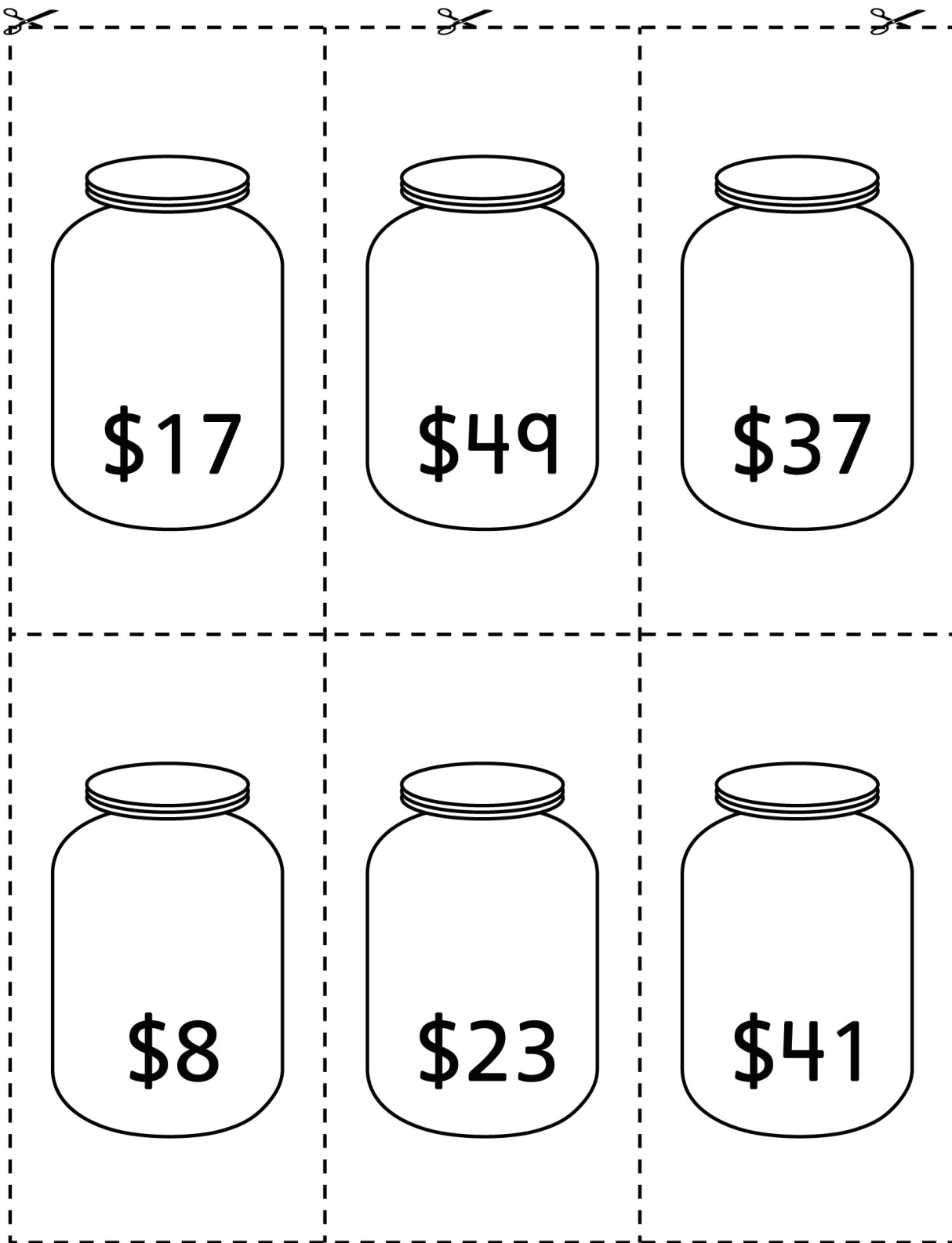
# Money Jars

## Line Master 8-1




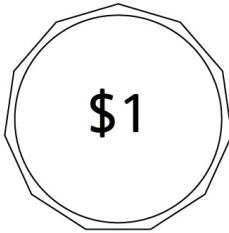


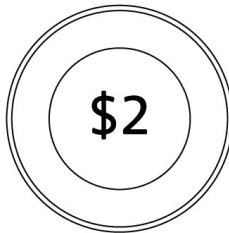
# Money Jars


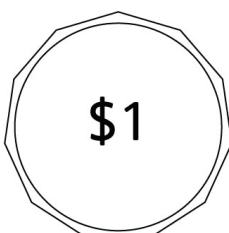


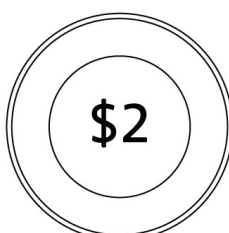
## Line Master 8-2



# Race to \$100

## Line Master 9-1

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

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



# 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?

✂ -----