The Money Jar

Teacher's Guide

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Line Masters

This Teacher's Guide includes access to modifiable and PDF line masters.

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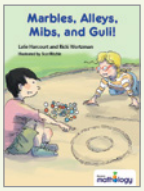
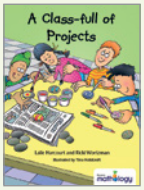
Mathology Little Books

This series recognizes that children's understanding of maths concepts develops over time, and so the series allows you to choose the book that best matches a child's or group's level of mathematical understanding. The books engage children at just the right level in a wide range of mathematical ideas, thinking, and activities in a variety of real world and imaginary contexts.

The Money Jar engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Quantities and numbers can be added and subtracted to determine how many or how much."*

Big Idea: Quantities and numbers can be grouped by units or split into units
(Addition and Subtraction concepts and strategies)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Add/subtract 2-digit numbers Solve equal grouping/ sharing problems	Create and solve addition and subtraction problems Use appropriate symbols to express addition and subtraction Add and subtract fluently with quantities to 20 Create and solve equal grouping and sharing problems	Estimate Skip count Mental addition and subtraction strategies Repeated addition Arrays Grouping into sets Sharing groups equally	Compare distance Identify 2-D shapes Features of triangles
	Add/subtract to 100 Compare/order numbers	Model and symbolise addition and subtraction Develop complements of 100 Write, read and compose numbers to 100 with 2-digit numbers as 10s and 1s Determines 10 (other multiples of 10) more/less than a given number	Estimate Skip count Grouping Place value Use mental and personal addition and subtraction strategies	Identify units of time
	Add/subtract to 100 Compose/decompose based on units of 10	Model and symbolise addition and subtraction problems to 100 Develop efficient mental strategies to solve equations with multi-digit numbers Write, read, compose, and decompose 2-digit numbers as units of 10 and leftover 1s	Splitting Determine 10 more/less without counting. Use properties of addition and subtraction Use known sums and differences Repeated addition	Increasing and decreasing patterns Data displays Days of the week
	Add/subtract to 100 Compare/order numbers	Extend known sums and differences to solve other equations Model and symbolize addition and subtraction Compare quantities to 100 Order three or more quantities Find how many more/less one quantity is compared to another	Use friendly numbers Make10 Develop mental maths and personal strategies Estimate sums and differences	Describe and continue patterns Measuring in kms Organising information Interpreting charts Creating graphs

* This book can also be used to address the big idea that "Quantities and numbers can be grouped by units or split into units."

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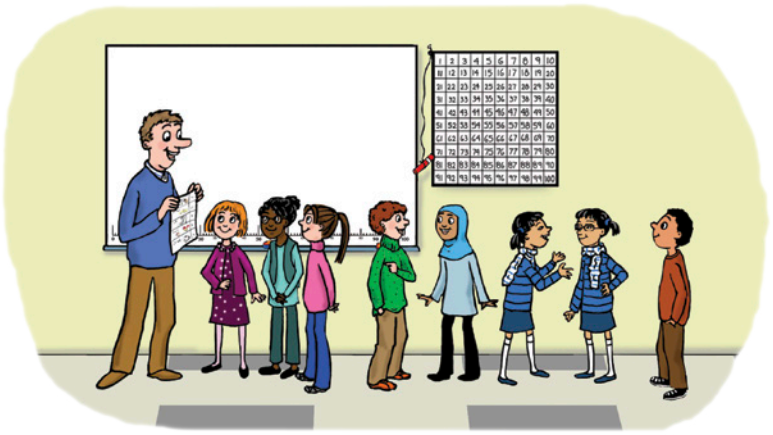
Adding and subtracting to 100

- Mr. Tresnak says that each group should try to raise $25. Look at the number sentence at the bottom of the page. How many groups of students are there altogether? *(4)* How did you decide?
- Using a hundred chart is one way that you can find the answer for the number sentence on this page. Who knows another way? *(e.g., using a number line, using Base Ten Blocks)*



"Well, we can buy some of these items," Mr. Tresnak explains. "Then they will be sent to people who can use them to help their families."

The students have more questions.

"How much money do we need?"

"How will we decide what to buy?"

"Where will we get the money?"

Mr. Tresnak laughs. "Let's work on one thing at a time! First, let's set a goal for each of your 4 groups to raise $25 by next Friday. That will give us our class goal. So, what is our class goal?"

$25 + 25 + 25 + 25 =$

4

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"If each group brings in $25, we'll have $100," says Dana.

"That's right," agrees Mr. Tresnak. "Some groups might raise more than $25 and some might raise less, and that's OK. Reaching our class goal is what really matters. Our $100 can help people make a big difference in their lives."

5

Adding and subtracting to 100

- Dana said 25 + 25 + 25 + 25 = 100. How can we show that she is correct? *(accept and try out all suggestions)*

Composing and decomposing based on units of 10

- There are 4 groups of 25 in 100. What other ways can you use groups to describe 100? *(e.g., 10 groups of 10, 5 groups of 20)*
- How many ways can you think of to count to 100? *(e.g., by 1s, 2s, 4s, 5s, 10s, 20s, 25s)*

WATCH FOR...

- Does the child count accurately by 1s, 2s, 5s, 10s, and/or 25s? Is the pace of counting even, or does the child slow his/her pace and seem unsure of successive numbers?
- Can the child model 100 in more than one way, or does she/he always use the same way? Does he/she explain other's models accurately when asked?

Large Group Options

If you read ***The Money Jar*** to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in counting and comparing. These activities engage children in exploring and communicating their understanding of adding and subtracting numbers to 100, and composing and decomposing numbers to 100; choose the activities that best address your children's learning needs.

ADDITION STORIES

ENGAGE

Provide children with Base Ten Blocks, and $2 and $1 coins from Play Money (LM 3) or from commercial play money. Point out how Neil solved 13 + 11 on page 9 of ***The Money Jar*** and invite children to show his strategy with Base Ten Blocks. Demonstrate if needed. Ask:

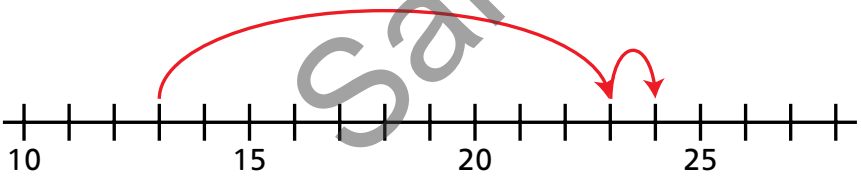
- **How many rods do you have?** *(2)* **How many cubes?** *(4)* **Is it easier to add 13 and 11, or 20 and 4? Why do you think so?**

Have children read Dana's strategy of using coins to solve the same problem (bottom of the same page). Then, ask them to use play money to show her strategy. Ask:

- **How much is 7 two-dollar coins?** *($14)* **How much is 10 one-dollar coins ?** *($10)* **Is it easier to add 13 and 11, or 14 and 10? Why?**
- **What is the same about these two strategies?** *(e.g., use units of 10; use friendly numbers)*

Provide copies of the Maths Mat (inside back cover of the book or LM 4) and an open number line from Number Lines (LM 5). Invite children to show 13 + 11 using each of these tools. Demonstrate if needed. Then, ask:

- **Did you use 10s and 1s when you used the hundred chart (number line)? Explain.**



WORK ON IT

Invite children to work in pairs to create their own addition stories about money. The stories must involve adding 2 two-digit numbers and the total must be 100 (cents or dollars). Then, they are to work together to choose and then use a strategy to solve their problem. Prompt thinking by asking:

- **What will happen in your addition story? Can you tell me why you chose that strategy to solve the addition problem in your story?**

SHARE AND REFLECT

Have each pair share their word problem and their strategy for solving it. Compile the word problems into a class book.

MATHS FOCUS: adding 2-digit numbers

MATERIALS: ***The Money Jar,*** p. 9; Base Ten Blocks; Play Money (LM 3) or commercial play money; Maths Mat (inside back cover of the book or LM 4); Number Lines (LM 5); paper; pencils or markers; counters (optional)

WATCH FOR...

- Is the child able to use more than one strategy when adding 2 two-digit numbers?
- Does the child add the correct number to the initial set to make 100? Is he/she confident of the answer?

DIFFERENTIATE: Some children may prefer the 0–100 number line on LM 5. Provide problems if children struggle to write their own, or invite them to find other additions in the book to solve.

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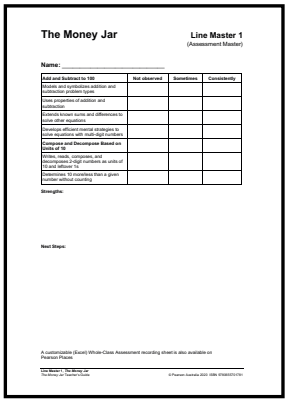
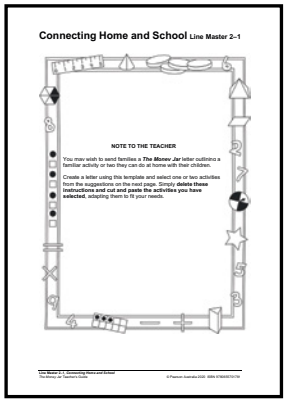
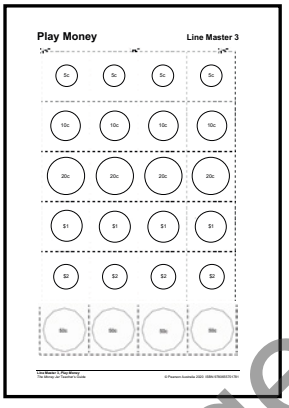

The Money Jar — Line Master 1 (Assessment Master)

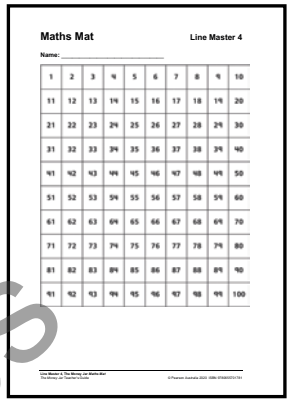
Line Master 1
Assessment Master


Connecting Home and School — Line Master 2–1

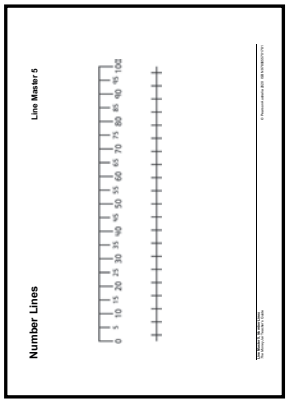
Line Master 2
Connecting Home and School Letter Template


Play Money — Line Master 3

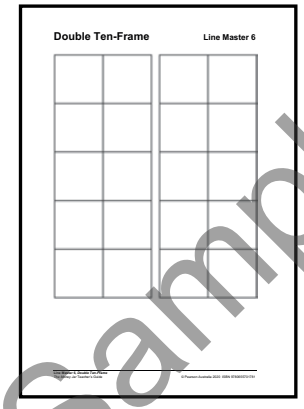
Line Master 3
Play Money


Maths Mat — Line Master 4

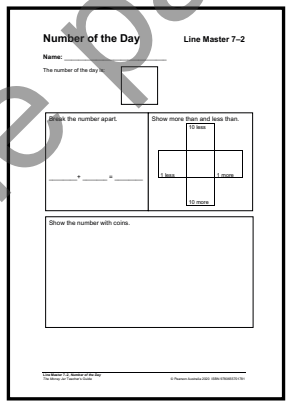
Line Master 4
The Money Jar Maths Mat


Number Lines — Line Master 5

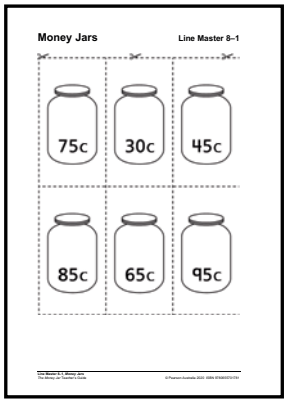
Line Master 5
Number Lines


Double Ten-Frame — Line Master 6

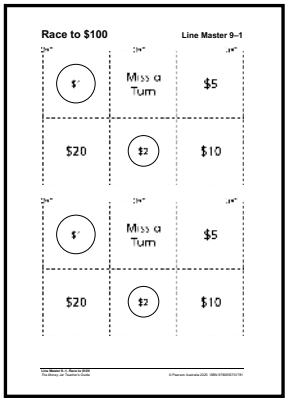
Line Master 6
Double Ten-Frame


Number of the Day — Line Master 7–2

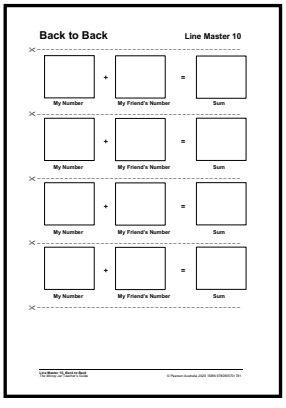
Line Master 7
Number of the Day


Money Jars — Line Master 8–1

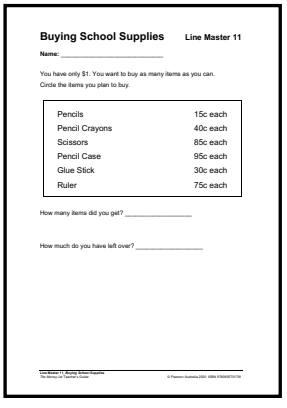
Line Master 8
Money Jars


Race to $100 — Line Master 9–1

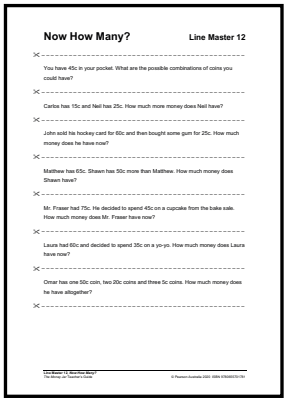
Line Master 9
Race to $100


Back to Back — Line Master 10

Line Master 10
Back to Back


Buying School Supplies — Line Master 11

Line Master 11
Buying School Supplies


Now How Many? — Line Master 12

Line Master 12
Now How Many?

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