



# Money Matters: Counting Money

## Guided Reading: L

**Grades:** K-3 **Anchor Standard:** CCSS.ELA-LITERACY.CCRA.R.1

### Teaching Focus

Ask and answer questions about the value of coins and bills while reading. Support answers with information from the text to promote comprehension.

## BEFORE READING

### Build background

- Explain that everyone uses money; therefore it is important to understand the value of different bills and coins.

### Elicit prior knowledge

- Prompt students to brainstorm the names and values of common bills and coins. Create a content chart with students' ideas.

### Preview the book

- Introduce *Money Matters: Counting Money*.
- Turn to page 14 and describe the photographs, explaining that each combination of coins on the page shows the same value - one dollar.
- Ask students to analyze the book's photographs to observe how equal values are shown.

### Set a purpose for reading

- Advise students to ask and answer questions about the text as they read.
- Tell students they will read to learn about value of coins and bills.

## READ THE TEXT

**Monitor independent reading of the text, reinforcing decoding strategies as needed.**

**Remind students to pose questions about the value of coins and bills as they read. Guide students in using the text and photographs to answer their questions.**

## DISCUSS THE TEXT

**Reference the text to discuss the values of combinations of coins and bills. Record new ideas on the content chart.**

### Instruct students to

- Reread page 14 and draw an equivalent combination of coins that is not shown.
- Summarize page 18 with a question and answer.
- Find the page of the text that answers the question: *How many fifty-dollar bills will have the same value as 5 twenty-dollar bills?* [p. 19]

**Praise students for posing questions about the value of coins and bills, and for finding the answers to questions within the text.**

**Remind students to ask and answer questions about texts during future reading to promote comprehension.**

## EXTEND

### Speaking and listening

Using the content chart or text as a reference, students pose questions about the value of coins and bills. Partners answer questions in complete sentences.

### Writing

Students use information from the text, content chart, or sources listed in the *To Learn More* section [p. 23] to complete student response sheet 1.6, *Counting Money*.

Name \_\_\_\_\_

## Counting Money

What are three combinations of coins that are **worth** the same as a one-dollar **bill**?  
Find the answer in your text. Show the answer in the space below.



**Worth:** having a certain value

**Bill:** paper Money