



## **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

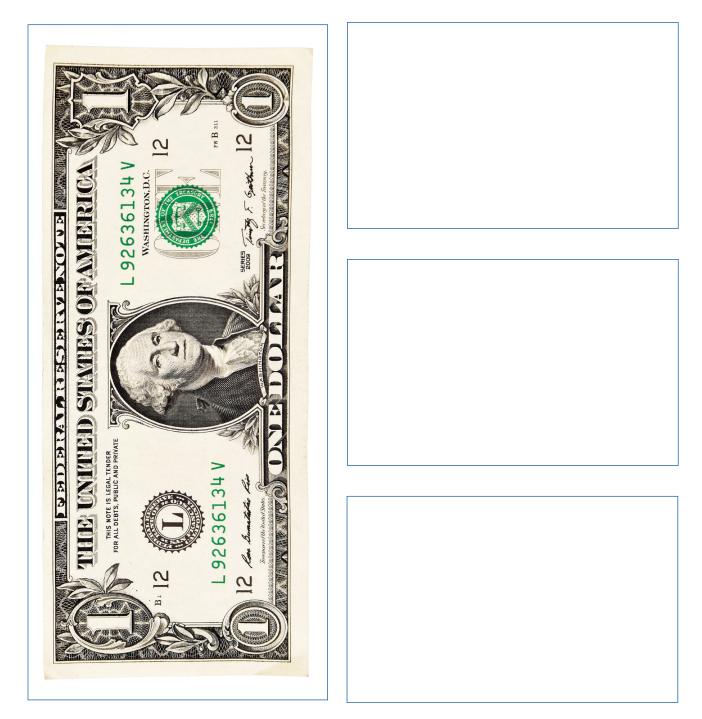
Students use information from the text, content chart, or sources listed in the *To Learn More* section [p. 23] to complete student response sheet 1.6, *Counting Money*.



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