

THAT'S ONE DOLLAR



You can use Poster 2 with this storybook.

LITERACY ELEMENTS

connecting words that link simple sentences: and, but

MATH CONNECTIONS

MEASUREMENT
identifying, estimating, and counting coin collections

WORDS TO DISCOVER

words used in mathematics: e.g., one, dollars, counts

ESL CONSIDERATIONS

Use real or play money to model the money amounts and coins.

Story Synopsis

Abby wants to buy a new super deluxe yo-yo. It costs 10 dollars, and Abby only has 9 dollars. How can she get the last dollar? She has no loose teeth for the tooth fairy. Her birthday is 11 months away. So she thinks of all the places she's found money in the past. She finds a dime under the couch, a quarter on the sidewalk, and 50 cents at the hockey rink. She needs 15 cents more, so she sells her brother a sticker. With her 10 dollars she goes to buy the yo-yo, only to find out that they're on special—1 dollar off.

Overall Learning Opportunities

- 123 Students will:
 - demonstrate an understanding of and an ability to apply measurement terms: coins to \$1 value
- A B C Students will:
 - read aloud in a way that communicates the meaning
 - read independently, using reading strategies appropriate for Grade 2
 - use some conventions of written materials to help them understand and use the materials

ACTIVITY MENU

Investigation: Counting Money, page 70

Guided Reading, pages 71–72

As a Group, pages 73–74

- 123 • *Showing Amounts in Many Ways*: combining coins to make set amounts
- *About How Much Is That?:* estimating and counting handfuls of coins
- A B C • *What Would You Do...?:* completing sentences about ways to spend money
- *Read-a-Round*: taking turns reading sections of the story aloud

Home Connections, page 75

- 🏠 • *BLM 31*: exploring numbers through games with family members

Independent Work, pages 76–80

- 123 • *BLM 32*: using a range of play coins for a variety of purposes
- *BLM 33*: understanding and replicating monetary value from the story
- *BLM 34*: adding amounts of money to total a set sum
- A B C • *BLM 35*: imagining possible places and drawing pictures of them
- *BLM 36*: understanding and selecting true and false statements

Counting Money

LEARNING OPPORTUNITIES

Students will:

- name and state the value of various coins and demonstrate an understanding of their value
- create sets of coins of equivalent value (of up to 1 dollar)

YOU WILL NEED

- play money or coin cutouts (from BLM 32)

OBSERVING FOR ASSESSMENT

Can the student:

- identify the coins and their value?
- count a collection of coins without assistance?
- compare coin collections and state whether they are equivalent in value?

TEACHING tip

At a centre, place coin cutouts (or play money) and recording materials. Have children work at finding and recording various ways of making 1 dollar.

Reading the Story

Read the story aloud. Have children tell about experiences they have had trying to collect or save money. Have they ever received money from the tooth fairy, as a present, or for doing a chore?

Reread the story starting on page 13, where Abby has 9 dollars and now needs just one more dollar. Have play or real money on hand so that volunteers can select coins to show what Abby finds each time. By the time the story is finished, 1 dollar in coins should be displayed. As a group, count the collection to make sure it totals 1 dollar.

Starting the Investigation

On chart paper, write down the phrase: one dollar. Provide children with access to coins (play money or coin cutouts from **Blackline Master 32**).



Page 76

Review the names and values of each coin. Then, ask:

- How can you show 1 dollar using only pennies?

Have volunteers count out 100 pennies and display them for the class. Continue to explore dollar amounts by asking children to show 1 dollar, first by using only quarters, then by using only dimes, and finally by using only nickels.

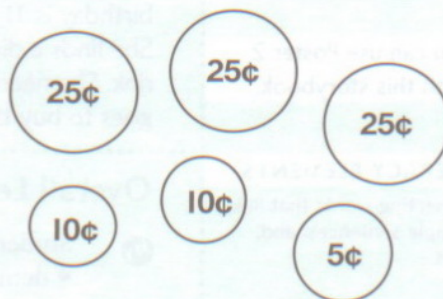
On your chart paper, record the amounts:

- 100 pennies
- 4 quarters
- 10 dimes
- 20 nickels

Working on the Problem

Have children find other ways to make a collection of coins worth 1 dollar. Explain to children that they can use more than one type of coin when creating their collection.

Encourage them to record their solutions by making a drawing such as the following:



Ask them to now find a different way of making up 1 dollar, and to record their new solutions on paper.

Sharing Solutions

Have children tell about and post the ways they found to make 1 dollar. As they post their findings, encourage them to compare these solutions. Point to two different solutions, and ask:

- How are these two ways of making 1 dollar the same? How are they different?

Point to one of the solutions and ask:

- Can you find another solution that reminds you of this one?

Extension

At a centre, place store flyers, coin cutouts, scissors, and glue. Help children to cut out a picture of something they would like to buy, including its price, and glue it onto a sheet of paper. Children should then find a combination of coin cutouts to show how they could pay for it. Encourage children to discover several ways to combine coins. Have them choose one coin combination and glue it to their paper.

LEARNING OPPORTUNITIES

Students will:

- use a variety of reading strategies to understand a piece of writing
- express their thoughts and feelings about ideas in a piece of writing
- use and interpret some conventions of formal texts

OBSERVING FOR ASSESSMENT

During *Guided Reading*, does the student:

- use the illustrative material to gather information about the storyline and to make meaning of the story?
- answer questions posed to the group?

YOU WILL NEED

- drawing materials
- scissors and glue

PLANNING AHEAD

Find some older children in the school who have yo-yos and who will demonstrate to your class how they work.

Setting the Scene

Show a yo-yo to the children and ask if they know what it's called, and how it works. Ask if anyone has, or used to have, a yo-yo. Show the children how to use it and talk about some of the precautions necessary to use it safely.

Have the children look at the cover of the book. As they explore the cover art, ask:

- What do you think the title *That's One Dollar* would have to do with a story about a yo-yo?
- How much do you think a "super deluxe yo-yo" might cost?
- Why do you think that Abby would want a yo-yo? Let's find out if she is able to get the money to buy one.

Reading the Text

- Have the children turn to pages 2–3, and say:

- In the picture you can see that Abby is counting her money. How has she arranged the coins? How much money do you think she had in her piggy bank?
- If she has 9 dollars and she needs 1 more dollar, how much does a super deluxe yo-yo cost? How did you get that answer?

Turn to pages 4–5. Say:

- Look at the picture on these pages. What does it tell us about what's happening in the story?

Read page 5 to the children, and as they follow along, say:

- Abby says 1 dollar should be easy to get. Why do you think she says that?
- How do you think she'll get the dollar she needs? What would you do if you were Abby?

➤ Abby starts by thinking about how she got the 9 dollars. Turn to page 6 and find out how she got her first dollar. Look at page 7 to find out how she got 5 dollars. Turn to page 8 to find out how she got 50 cents and another 50 cents from her sister. Look at page 9 to find out why she can't get any money from her sister now.

➤ Have you ever found money in places such as a phone booth, under a cushion on the couch, or in a sidewalk crack? Turn to page 10 to find out how much she found in those places.

Point to page 11, and say:

➤ Read to find out how much she got for her allowance (pause for the children's response); for selling old baseball cards to her brother (pause); and for checking out the vending machine at the hockey rink (pause). How much is 5 nickels?

Turn to page 12. Say:

➤ Read this page and find out what is on Abby's mind when she wakes up the next morning.

Stop the guided reading at this point. Invite the children to work alone, or in pairs, to talk about and make a series of labelled pictures to show how they think Abby will get the dollar she needs. Use **Blackline Master 35** as a recording sheet.

Before returning to the story later in the day or the next day, invite the children to share their pictures with the group and talk about the various ways they think Abby can get the needed dollar.

Make a list of the various ideas suggested by the children and complete a frequency tally to find out which ideas are the most popular.



Page 79

TEACHING tip

Keep a running total on chart paper

of how much Abby collects as she works toward getting the dollar she needs.

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- assume responsibility for trying to solve his/her own reading problems?
- appear confident in his/her ability to read the text unassisted?

Before having the children turn to page 13, read page 12 aloud to the group to remind them where you left off. Then say:

- Look at the picture on page 13. What is Abby doing? Read pages 13, 14, 15, and 16 and look at the pictures to help you to find out where she finds money and where she doesn't find any.

Point to page 17. Read to find out what she finds in the vending machines. Ask:

- How much is 10 nickels? Turn the page to check your answer.

Point to page 19. Say:

- Does she have 1 dollar? Not yet, but she does have (turn the page) 85 cents.
- Abby knows she needs 15 cents more. Back at home she finds things to sell to her brother. Look at page 21 and read to find out how much he gives her.

Ask:

- Now she has ___ ?

Ask:

- Now that she has the 10 dollars she needs, what will she do?

Without having the children turn the page, read page 23 (to “takes it off the shelf”) to them. Ask:

- Which one do you think she will choose? Why do you think so?
- Just as she takes the one she wants off the shelf, she sees a sign. Turn to page 24 and read what the sign says.
- Now she has an extra dollar. What do you think she will do with it? Read this page to find out.

- Have the children read the whole book independently.

After Reading

Ask children:

- If you had 10 dollars to spend on something that you wanted, what would it be? Why?

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- Did you enjoy this story? Why? Why not?
- Could this story really happen? Why? Why not?
- How do you know that Abby **really** wanted the yo-yo?

Engage children in recalling specific information from the selection. Ask:

- How much money did Abby have at the beginning of the story?
- How much did she need?
- How much more did she need to have enough to buy the yo-yo?
- Where are some of the places she got money? Where did she look but not find any money?
- What was the surprise waiting for Abby at the toy store?

Focus the children on the way the story is told through language:

- Were there any words that gave you a struggle? Which ones? How did you figure them out?

Invite them to locate all the words that identify coin denominations (e.g., nickels, dimes, quarters) and match them with the picture representations.

Reinforce the Story

Use **Blackline Master 36** to check on the accuracy of the children's recall of details from the story.



Page 80

LEARNING OPPORTUNITIES

Students will:

- name and state the value of all coins and demonstrate an understanding of their value
- create equivalent sets of coins up to 1 dollar in value

YOU WILL NEED

- a lot of coins (play money or coin cutouts)

OBSERVING FOR ASSESSMENT

Can the student:

- identify the value of 5, 10, and 25 cents in various combinations?
- combine coins to create 10 cents?
- combine coins to create 25 cents?

LEARNING OPPORTUNITIES

Students will:

- name and state the value of all coins and demonstrate an understanding of their value
- estimate and count money amounts to 1 dollar and record money amounts using the cent symbol

YOU WILL NEED

- an assortment of coins
- a tin can

Activity: Showing Amounts in Many Ways

Ask children to recall the different types of coins (quarters, dimes, and nickels) that Abby finds in the story. Review the values of each coin and how to record the amounts for each (25¢, 10¢, 5¢). Provide children with play money or coin cutouts.

Show students a nickel. Ask:

- How much is this coin worth? What is another way to show 5 cents? (5 pennies)

Display a dime, and ask:

- How much is this coin worth? What is another way to show 10 cents? (2 nickels; 10 pennies; 1 nickel + 5 pennies)

Have children show their responses. Discuss the fact that there is more than one correct solution. Model how to record the different amounts by drawing circles with the value marked in each (such as two circles of 5¢ each, or 10 circles of 1¢ each).

Activity: About How Much Is That?

Ask children to close their eyes as you drop several coins one by one into a tin can. Have children open their eyes, then ask them:

- How much money do you think is in the can?

Record several estimates before you empty the can. Have children take a look at the coins, cover these with a sheet of paper, and have them estimate again. Show the coins, and have a volunteer come forward to sort and count them. Repeat several times with different amounts of money.

Have children then work to find as many different combinations as they can that equal 25¢. Meet so that children can show the different combinations that they discovered. To promote discussion, ask questions such as:

- How many different ways did we find to make 25¢?
- Do you think that this is all of the ways?
- Which way uses 3 coins? Which way uses 4 coins?
- Which way uses the fewest coins? Which uses the most coins?

Extension

Blackline Master 33 presents the different amounts of money that Abby found. Children can draw and label the coins to match the amounts shown.



Page 77

Children, in pairs or small groups, can continue to estimate and then count money amounts. One child takes a handful of coins from a bag or container, shows the amount in an outstretched hand, and asks his/her partner to estimate. Both children record their estimates. Then they sort and count the coins. To turn it into a game, the child with the closest estimate can score 1 point.

Extension

Blackline Master 34 presents some coin amounts. Children are asked to draw additional coins to make the amount noted.



Page 78

LEARNING OPPORTUNITIES

Students will:

- use speech appropriately for various purposes
- use linking words such as *because, if, and after*, to organize ideas in speech

OBSERVING FOR ASSESSMENT

Does the student:

- spend “money” with imagination, logic, sensitivity, and sensibility?

LEARNING OPPORTUNITIES

Students will:

- use appropriate gestures and tone of voice, as well as natural speech rhythms
- use punctuation to help them understand what they read

YOU WILL NEED

- a tape recorder
- sticky notes

PLANNING AHEAD

You'll want a quiet time when the children can read into the tape recorder.

OBSERVING FOR ASSESSMENT

Does the student:

- recognize the need for rehearsal before reading to an audience?
- read aloud with developing fluency, with expression, and with a sense of conveying the meaning to an audience?

Activity: What Would You Do . . . ?

Print these sentence starters on chart paper:

If I were given 10 dollars to spend on anything I wanted, I would. . .

I would spend it this way because. . .

I would spend ___ dollars on ___ and after that . . .

Gather the children in a group and ask:

- What would you do if you were given 10 dollars and told you had to spend it, and that you could buy anything you wanted?

Read the sentence starters with/to the children and then give them time to plan out their personal endings.

Invite the children, in turn, to share their responses with the group.

Extension

Have the children write up the information they shared. Encourage them to write in complete sentences and to print legibly.

Create a “If I Had 10 Dollars to Spend . . .” bulletin board where you can display the children’s writing for others to read and enjoy.

Activity: Read-a-Round

Use sticky notes to divide the story into meaningful sections e.g., a page (such as page 2), or a chunk of text such as pages 10 and 11. Assign a section of text to each child. Mark his/her name on the sticky note so each child knows where his/her part begins and ends.

Assign page 2 to a competent and confident reader, so that the read-a-round and the recording will get off to an enthusiastic start.

Encourage the children to practise in preparation for the read-a-round.

When all the children are well rehearsed, gather them together and have them read the story aloud, beginning with the child who was assigned page 2. Encourage the children to read with expression, but in a natural rhythm and tone of voice.

Extension

Have the children tape the story in read-a-round fashion. Put the finished tape along with copies of the book in the listening centre for other children in the class to enjoy.



That's One Dollar

Dear Family,










































We've enjoyed reading the book *That's One Dollar*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, the character needs just one more dollar to buy her yo-yo. Empty the change from your wallet and ask your child to estimate whether you have more, less, or about one dollar in change. Ask your child to then sort the coins and count them. How much change do you have?
- Gather a large collection of coins that includes at least 15 of each type. From this collection, select a group of 4 to 6 coins. With your child, count the value of this group. Then say: "How could we make the same amount of money using a different combination of coins?" Make the amount in as many different ways as you can. For example: 55 cents can be displayed as 5 dimes and 1 nickel; 2 quarters and 1 nickel; 11 nickels, and so on.
- The next time you go shopping with your child, go on a hunt for things that cost about one dollar. What items do you identify? When you get home, talk about different ways you can combine coins to make one dollar.
- Make up several money riddles for your child. First, in your mind choose several coins and total their amount. Then, tell your child the number of coins and the amount of money you have. Your child responds by telling you which coins you have. For example, say: "I have 3 coins that are worth 15 cents. What coins do I have?" (3 nickels). See if your child can make up his or her own riddle for you.

Remember to send the storybook back to school with your child.

My name is _____ . Today is _____ .

That's One Dollar

BLM 33

My name is _____ . Today is _____ .

Draw coins to show the amount of money.

10 cents	25 cents
50 cents	15 cents

That's One Dollar

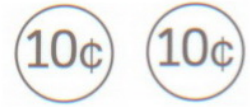
BLM 34

My name is _____ . Today is _____ .

Draw more coins to make the amount.



25¢



40¢



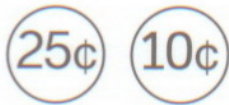
25 cents

50¢

10 cents



12¢



15 cents

75¢



20 cents

20¢

That's One Dollar

My name is _____ . Today is _____ .


Make pictures of where Abby might look for money.
On the line below the picture, print the name
of the place where she might look.




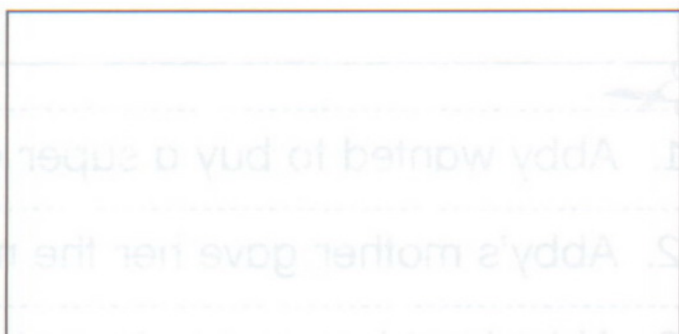
















My name is _____ . Today is _____ .

Glue the true sentences in the TRUE box
and the false sentences in the FALSE box.

TRUE

FALSE

- 
1. Abby wanted to buy a super deluxe yo-yo.
 2. Abby's mother gave her the money.
 3. Abby kept her money in a piggy bank.
 4. Abby does not have a sister.
 5. The tooth fairy left 50 cents.
 6. Abby got 50 cents and another 50 cents from her sister.