

Double-Sided Magnetic Money

The Double-Sided Magnetic Money set is designed to help students learn the following:

- Identifying coins and bills
- Recognizing the values of coins and bills
- Understanding the value of a group of coins and bills
- Adding and subtracting money
- Problem-solving skills
- Making change
- Understanding the way money is used

The Double-Sided Magnetic Money set includes 36 magnetic coins and 9 magnetic bills representing the following:

10 Pennies	5 \$1.00 Bills
10 Nickels	2 \$5.00 Bills
10 Dimes	1 \$10.00 Bill
6 Quarters	1 \$20.00 Bill

Demonstrate this set on any magnetic receptive surface such as a whiteboard or chalkboard and provide a concrete model as students learn about money. The large size (coins are four times standard size and bills are 1.5 times standard size) ensures easy viewing anywhere in the classroom and helps make demonstrations a breeze!

Show the fronts and backs of the coins and bills in various lessons and activities. The detailed images help students instantly identify coins and bills used in the real world.

Sample Activities:

- Display the coins on the whiteboard and help students identify each coin by name. Discuss the images on the front and back of the coin. Ask a variety of questions such as:
 - What color is each coin?
 - What numbers do you see on the coins?
 - What words do you see on the coins?
 - Which coin is the largest? Which is the smallest?*
- *Repeat the activity using the bills from the set.
- Display one of each coin and bill on the whiteboard. Have students identify the value of each coin and bill. For example, penny = one cent, nickel = five cents, etc.
 - Display a variety of coins on the whiteboard and ask students to sort the coins into groups of pennies, nickels, dimes, and quarters. Then, ask students to determine the value of each group of coins.
 - Introduce more challenging skills such as counting groups of coins and bills. Display a group of coins and bills and ask students to determine the total value of the group. Remind students that it is a good strategy to begin counting with the coin of the greatest value and end with the coin of the least value.
 - Bring in real items (toys, cans of food, school supplies, etc.) and label each item with a price. Ask students to use the double-sided money to show the value using coins or a combination of coins and bills.



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