Teaching Activity Guide

Cash Kat
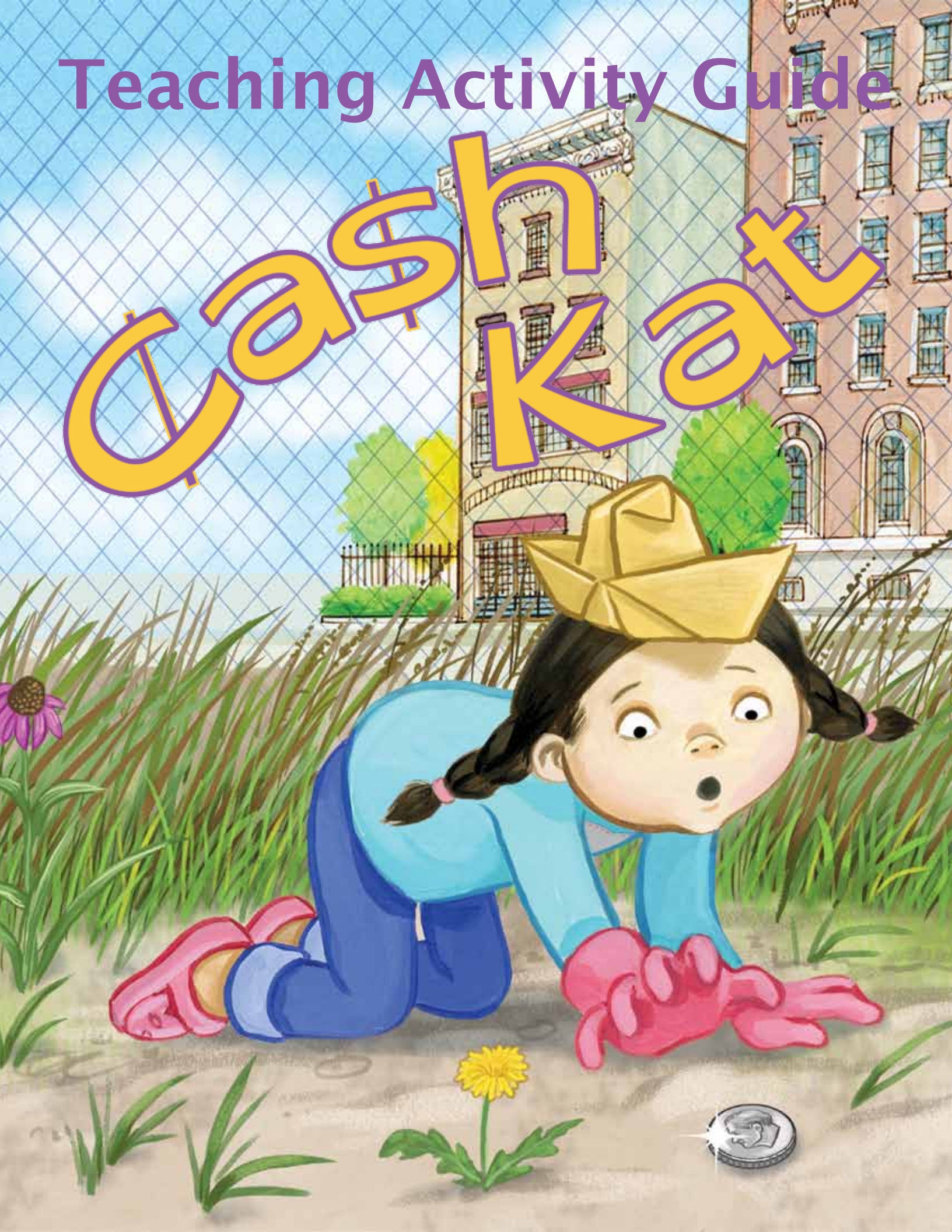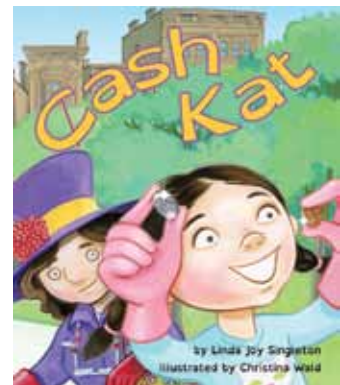
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by Linda Joy Singleton
illustrated by Christina Wald

How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking "beyond the box" about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their "answers" (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a "before reading" panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the "before reading" panel. Either way, you will need two more panels or sections—one called "correct answer" and the other "look for correct answer."

Do the children have any more questions about the subject ? If so, write them down to see if they are answered in the book.
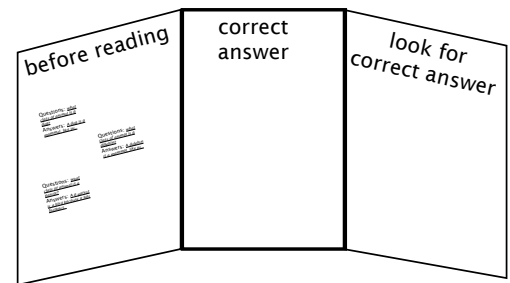
After reading the book, go back to the questions and answers and determine whether the children's answers were correct or not.

If the answer was correct, move that card to the "correct answer" panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the "correct answer" panel.

Pre-Reading Questions

1. What is money?
2. Are bigger coins worth more than smaller coins?
3. What color is a penny?
4. How much is a penny worth?
5. Is one penny worth more or less than one dollar?
6. How much is a nickel worth?
7. Which is bigger in size: a penny or a nickel?
8. What color is a nickel?
9. Is a dime worth more or less than a nickel?
10. Is a dime bigger or smaller than a penny?
11. A quarter is worth what fraction of a dollar?
12. How many pennies does it take to equal one dime?
13. Is a quarter bigger or smaller than a nickel?
14. All coins in the US have a face on them. Each of those people held the same job. What job did they have?
15. What words or phrases can you find on a coin?

Comprehension Questions & Writing Prompts

Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.   Why did Kat and Gram Hatter go to the park?

2.   Who drove Kat to the park?

3.   What did Kat find in the park?

4.   What did Kat want to buy with the money she found?

5.   What did Gram Hatter make for Kat while they were in the park?

6.   What is money?

7.   What types of material are used to make money in the United States?

8.   Who gave Kat and Gram Hatter coupons?

9.   Which coin is worth twice as much (two times) as a nickel?

10.   How much money does Kat find in the park?

11.   Is the story of Gram Hatter and Kat fiction or nonfiction? How can you tell?

12.   Why did Kat donate to the park?

13.   What does "E Pluribus Unum" mean? How can you explain this in your own words?

14.   In your own words, explain how cleaning up litter helps the environment?

15.   What are some other ways you can help the environment?

16.   Tell about a time that you have done something to help the environment?

Fill in the Conjunction

Objective Core Language Arts: Use frequently occurring conjunctions.

Use one of the following words to fill in the sentence so that it makes sense.

and	but	or	so

1. I'm Pirate Kat _____ I spy pirate loot.
2. Explorer Kat stalks through wild flowers _____ finds a silver coin that's smaller than the penny and nickel.
3. It takes ten pennies _____ two nickels to equal one dime.
4. Kat holds up ten fingers _____ counts them like pennies.
5. Queen Kat picks up a soggy shoe from the stream _____ three silver coins roll out.
6. It takes five nickels, _____ two dimes and one nickel, to equal a quarter.
7. They don't find any more coins, _____ Kat finds treasure—a dollar bill!
8. I love ice cream _____ I love the park more.
9. Then she folds the dollar bill _____ slides it through the slot.
10. Twenty-five cents goes into one dollar (or one hundred cents) exactly four times, _____ a quarter is worth one-fourth of a dollar.

Parts of Speech

Objective: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

In the following sentences, circle all adjectives. Draw a line connecting each adjective to the noun it modifies.

1. Kat kerplunks shiny pennies into her bank.

2. Keep a sharp eye out for buried treasure.

3. Kat holds up five fingers.

4. She spies something shiny.

5. "A bigger penny!" she cries.

6. Gram Hatter folds a new hat.

7. Kat stalks through wild flowers and finds a silver coin.

8. Kat picks up a soggy shoe from the stream.

9. You need a special hat for your lucky day.

10. Kat points to a glass jar on the table.

11. The grass has brown patches.

12. Big hearts are worth more than money.

Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	M	N	D	A	T	P	A	S	H	A
2	C	O	I	N	R	A	O	M	A	N
3	A	O	M	F	F	R	N	I	M	Q
4	R	C	E	K	F	K	U	R	O	U
5	P	E	N	N	Y	Y	S	T	N	A
6	I	R	O	E	L	I	T	T	E	R
7	N	I	C	K	E	L	V	E	Y	T
8	A	D	G	E	R	S	L	B	W	E
9	H	V	O	L	U	N	T	E	E	R
10	I	L	I	C	E	C	R	E	A	M

COIN

DIME

LITTER

MONEY

NICKEL

PARK

PENNY

QUARTER

VOLUNTEER

Penny

my definition	my drawing

Nickel

my definition	my drawing

Dime

my definition	my drawing

Quarter

my definition	my drawing

Litter

my definition	my drawing

Recycle

my definition	my drawing

Park

my definition	my drawing

Clean up

my definition	my drawing

Math: Decimals

Write the following numbers using decimals.
1. Thirteen and seven tenths
2. Seven and five hundredths
3. Twenty-four and eight tenths
4. Five and five hudredths
5. Six and four tenths.
6. Five thousand, three hundred, twenty-two and three tenths
7. Thirty-eight and six tenths
8. Seventy-one and nine hudredths
9. One hundred eleven and one tenth
10. Three and three tenths.

Math: Fractions

Write the following numbers as fractions.
1. 0.25
2. 0.3
3. 0.01
4. 0.5
5. 0.75
6. 0.8
7. 0.1
8. 0.2
9. 0.9
10. 0.6

Hands-on Math: Addition

There are often many ways to reach the same value. Two quarters, ten dimes, tweny nickels, or fiftey pennies each equal $0.50. One quarter, one dime, two nickels, and five pennies can also equal $0.50. If you were trying to group coins that added up to $0.50, all of these answers would be right and none of them is more right than any other.

Gather coins or copy and cut out the coins in appendix B. Arrange the coins in groups to make the following values. Remember, there can be more than one right answer!

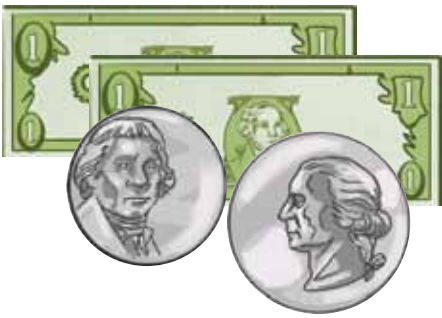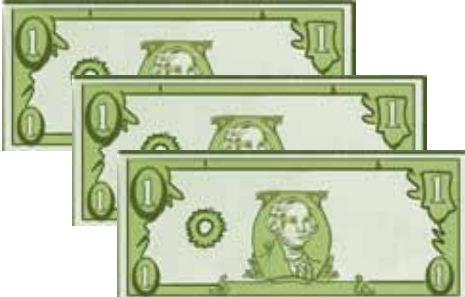|		
$0.15	$0.75	$1.03
$2.85	$0.64	$0.80
$0.45	$0.97	$0.61
$0.10	$0.05	$0.41
$1.00	$1.50	$3.00
$1.75	$2.48	$1.17
$0.36	$0.32	$0.70
$0.55	$2.15	$1.91
$0.13	$0.87	$1.48

Hands-on Math: Subtraction

You and a friend are combining your money to buy a toy together. The price is listed on the left and your friend's contribution is shown in the middle. How much does your friend have? Write the value. How much money do you need to buy the toy with your friend? Write the value in the column on the right.

Copy and cut out coins from appendix B and dollars in appendix C. Arrange the money in groups to reach the value you need. Place the coins/dollars on the box. Remember, there can be more than one right answer for how to make this value using coins and dollars!

The toy costs:	Your friend has:	You need:
$1.00	Value: $_ ._ _	Value: $_ ._ _
$5.00	Value: $_ ._ _	Value: $_ ._ _
$4.85	Value: $_ ._ _	Value: $_ ._ _

Toy cost:	Your friend has:	You need:
$2.99	Value: $_ ._ _	Value: $_ ._ _
$3.51	Value: $_ ._ _	Value: $_ ._ _
$1.35	Value: $_ ._ _	Value: $_ ._ _
$1.80	Value: $_ ._ _	Value: $_ ._ _

Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

(Make four copies of the math cards to play these games):

Tens Make Friends Memory Game is a combination of a memory and adding game.
· Play like the memory game, above.
· If the animal numbers add up to 10, the child keeps the pair and takes another turn.
· If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."
· Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
· If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: 2 + 3 = 5, 3 + 2 = 5, 5 – 2 = 3, 5 – 3 = 2.
· The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
· If the other player has the requested card, she must give the person her card.
· If the person asked doesn't have that card, he/she says, "Go fish."
· The player then draws the top card from the draw pile.
· If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
· Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1

2

3

4

5

6

7

8

9

Number Patterns

Gather coins or copy and cut out the coins in appendix B. Print out the chart below and place a penny on each number you could make by adding pennies together (multiples of 1). Place a nickel on each number you could make by adding nickels together (multiples of 5). Do the same for dimes and quarters. Do you notice any patterns?

| 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	92	96	97	98	99	100
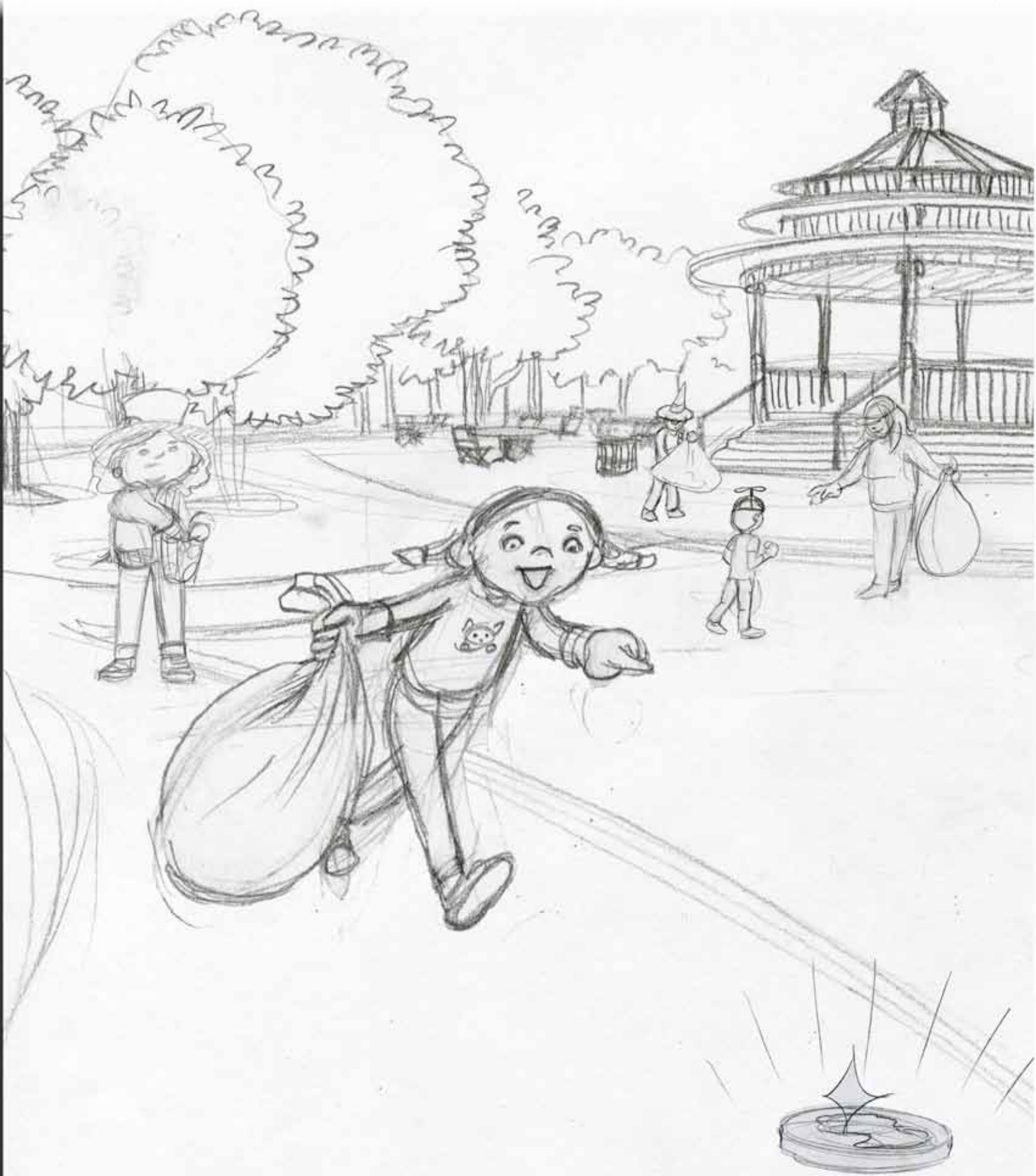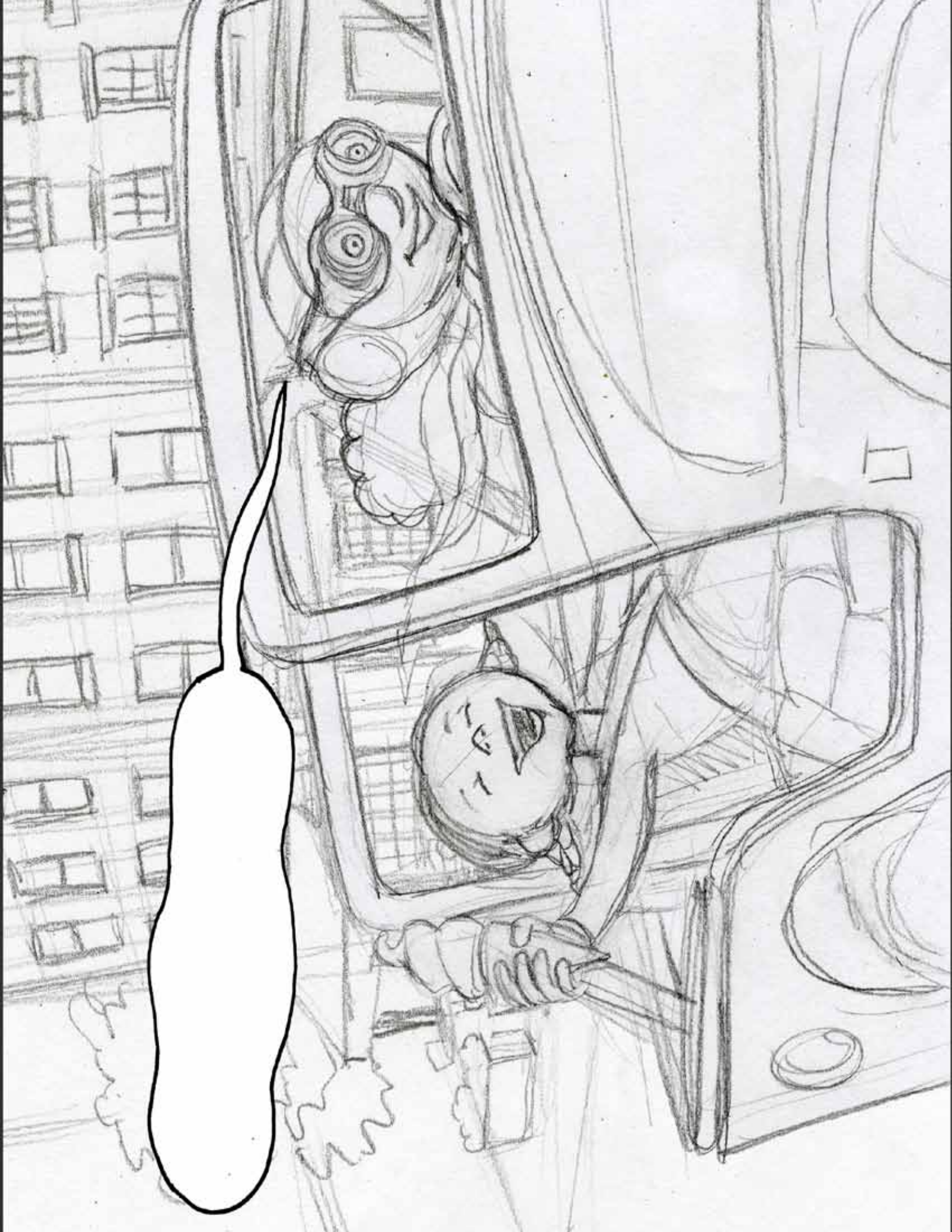
Fold Your Own Hat

1. Start with a rectangular piece of paper (like printer paper or construction paper). Fold the paper lenghtwise down the middle. Press your thumb along the fold to make a crease. Open the paper back up.

2. Fold the paper in half by bringing the top edge down to meet the bottom edge.

3. Fold each top corner down to the center line.

4. Using only the top layer of paper, fold the bottom edge up over the base of the triangles.

5. Flip the paper over and repeat step 4 on the other side.

Color your hat. Decorate it with feathers, stickers, or other craft supplies. Now open your hat and put it on your head!
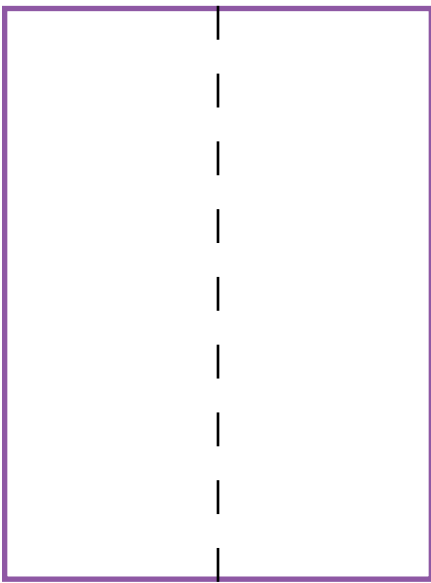
1
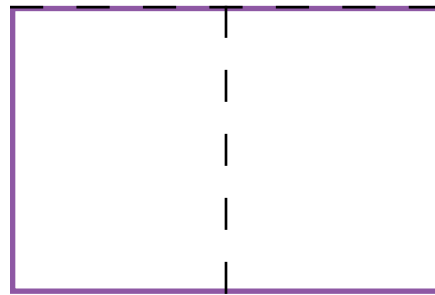
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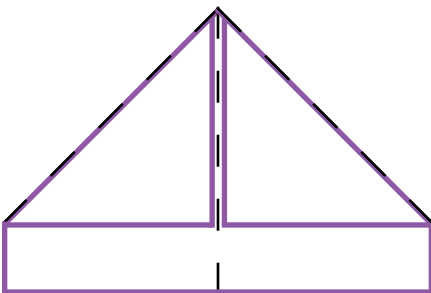
3

4

Answers

Fill in the Conjunction

1. I'm Pirate Kat and I spy pirate loot.
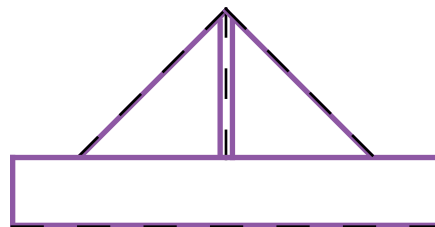2. Explorer Kat stalks through wild flowers and finds a silver coin that's smaller than the penny and nickel.
3. It takes ten pennies or two nickels to equal one dime.
4. Kat holds up ten fingers and counts them like pennies.
5. Queen Kat picks up a soggy shoe from the stream and three silver coins roll out.
6. It takes five nickels, or two dimes and one nickel, to equal a quarter.
7. They don't find any more coins, but Kat finds treasure—a dollar bill!
8. I love ice cream but I love the park more.
9. Then she folds the dollar bill and slides it through the slot.
10. Twenty-five cents goes into one dollar (or one hundred cents) exactly four times, so a quarter is worth one-fourth of a dollar.

Parts of Speech

In the following sentences, circle all adjectives. Draw a line connecting each adjective to the noun it modifies.

1. Kat kerplunks (shiny) pennies into her bank.
2. Keep a (sharp) eye out for (buried) treasure.
3. Kat holds up (five) fingers.
4. She spies something (shiny).
5. "A (bigger) penny!" she cries.
6. Gram Hatter folds a (new) hat.
7. Kat stalks through (wild) flowers and finds a (silver) coin.
8. Kat picks up a (soggy) shoe from the stream.
9. You need a (special) hat for your (lucky) day.
10. Kat points to a (glass) jar on the table.
11. The grass has (brown) patches.
12. (Big) hearts are worth more than money.

Word Search

COIN	2-A
DIME	1-C
LITTER	6-E
MONEY	3-I
NICKEL	7-A
PARK	1-F
PENNY	5-A
QUARTER	3-J
VOLUNTEER	9-B

	A	B	C	D	E	F	G	H	I	J
1			D			P				
2	C	O	I	N		A				
3			M			R			M	Q
4			E			K			O	U
5	P	E	N	N	Y				N	A
6					L	I	T	T	E	R
7	N	I	C	K	E	L			Y	T
8										E
9		V	O	L	U	N	T	E	E	R
10										

Math: Decimals

Write the following numbers using decimals.

1.   Thirteen and seven tenths = 13.7
2.   Seven and five hundredths = 7.05
3.   Twenty-four and eight tenths = 24.8
4.   Five and five hudredths = 5.05
5.   Six and four tenths = 6.4
6.   Five thousand, three hundred, twenty-two and three tenths = 5,322.3
7.   Thirty-eight and six tenths = 38.6
8.   Seventy-one and nine hudredths = 71. 09
9.   One hundred eleven and one tenth = 111.1
10.   Three and three tenths = 3.3

Math: Fractions

Write the following numbers as fractions.

1.   0.25 = 1/4
2.   0.3 = 3/10
3.   0.01 = 1/100
4.   0.5 = 1/2
5.   0.75 = 3/4
6.   0.8 = 4/5
7.   0.1 = 1/10
8.   0.2 = 1/5
9.   0.9 = 9/10
10.   0.6 = 3/5

Hands-on Math: Subtraction

The toy costs:	Your friend has:	You need:
$1.00	$0.60	$0.40
$5.00	$2.30	$2.70
$4.85	$3.00	$1.85
2.99	$1.41	$1.58
$3.51	$2.01	$1.50
$1.35	$0.62	$0.73
$1.80	$1.40	$1.40

Question:	Question:
My answer:	My answer:
This information is correct!	This information is correct!
This information is not correct; can you find the correct information?	This information is not correct; can you find the correct information?
Question:	Question:
My answer:	My answer:
This information is correct!	This information is correct!
This information is not correct; can you find the correct information?	This information is not correct; can you find the correct information?

Appendix B—Printable Coins

Print or copy this page and cut out coins to use in activities.