Instead of circles, consider drawing other fun shapes to create the spinner(s), such as clouds, hexagons, stars, etc.

Need more realistic magnetic coins and bills? Check out Big Money (EI-3063).

SpinZone Magnetic Whiteboard Money Games are a fun, hands-on way to teach and review coin and bill identification, monetary values, equivalencies, adding and subtracting money, and more. The activities and games described in this guide have been designed for whole class or small group play.

WARNING:
CHOKING HAZARD—Small parts. Not for children under three (3) years.
MAGNETS: This product contains (a) small magnet(s). Swallowed magnets can stick together across intestines causing serious intestine and death. Seek immediate medical attention if magnet(s) are swallowed or inhaled.
Contents
The following 53 magnetic pieces are included in this set.

<table>
<thead>
<tr>
<th>3 $1 bills</th>
<th>Large Piggy Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coins</td>
<td>Store Items</td>
</tr>
<tr>
<td>10 pennies</td>
<td>teddy bear</td>
</tr>
<tr>
<td>10 nickels</td>
<td>ball</td>
</tr>
<tr>
<td>10 dimes</td>
<td>bowl with goldfish</td>
</tr>
<tr>
<td>5 quarters</td>
<td>yo-yo</td>
</tr>
<tr>
<td>2 half-dollars</td>
<td>dinosaur toy</td>
</tr>
<tr>
<td></td>
<td>gag glasses</td>
</tr>
<tr>
<td></td>
<td>bubbles</td>
</tr>
<tr>
<td></td>
<td>race car</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Spinners</th>
<th>2 Game Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>bill</td>
<td>purple piggy bank</td>
</tr>
<tr>
<td>dollar sign</td>
<td>green piggy bank</td>
</tr>
</tbody>
</table>

Before You Begin
Introduce students to the coins and bills featured in this set, displaying each image and identifying its value. Have students compare and contrast the size and color of each coin and bill. Show students that money amounts can be written using the cent sign and the dollar sign (for example, 5¢ and $0.05). Ask students to display the coins and bills on the board in order of least to greatest value. Encourage students to share personal experiences of buying items and receiving change.

Supermarket Sweep

Objective
Students name coins and identify their monetary value.

Set Up
Draw a four-sectioned circle. Place a penny, nickel, dime, and quarter in the sections. Put the bill spinner in the center of the circle. Draw a four-row table on the board and label the table Store. Label each row with the coin values (1¢, 5¢, 10¢, and 25¢) and place two store items in each row. Draw a large grocery bag next to the table.

Activity
1. Select a student to spin the spinner. When the spinner stops, the student names the coin and its value. (“This is a nickel. It’s worth 5 cents.”)
2. The student chooses an item from the Store to “buy” that has the same value as the coin and places it in the grocery bag. (As students become more familiar with monetary values, allow them to buy a combination of items that equal their spun amount.)
3. Select another student to spin the spinner and continue until all the store items have been selected and bagged.

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**What's in My Piggy Bank?**

**Objective**
Students identify coins and add their combined values.

**Set Up**
Draw a five-sectioned circle. Write 1¢, 5¢, 10¢, 25¢, and *Count It!* in the sections and put the dollar sign spinner in the center of the circle. (If you want students to land on certain sections more frequently, make those sections larger.) Place a piggy bank on the board. Draw a rectangle, label it *Coin Bank*, and place all the coins inside.

**Activity**
1. Select a student to spin the spinner.
   - If the spinner lands on a coin value, the student reads the value, names an equivalent coin (or a combination of coins), and takes the coin from the Coin Bank. The coin is placed inside the piggy bank.
   - If the spinner lands on *Count It!*, the student counts the coins inside the piggy bank, writes the values below, and gives the total sum. (“One cent plus five cents plus ten cents equals sixteen cents.”) The student returns the coins in the piggy bank to the Coin Bank. If *Count It!* is spun and there are no coins in the piggy bank, the student spins again.

2. Poll the class to see if they agree or disagree with the student’s answer, encouraging students to share their reasoning.
3. Select another student to spin and continue playing.

**Making Change**

**Objective**
Students practice making change by subtracting money values.

**Set Up**
Draw two six-sectioned circles and place a spinner in the center of each circle. Label the first circle *You Have* and place coin and/or bill combinations in each section. Label the second circle *You Spend*. Place a store item in each section and label each with a value. (Be sure that all of the values in the first circle are greater than the values of the second circle.) Write *Change* on the board. Draw a large rectangle, label it *Bank*, and place coins (and bills) inside.

**Activity**
1. Select a student to spin both spinners. When the spinners stop, the student names both values and writes the numeric values as a subtraction problem beneath *Change*.
2. The student solves the problem, showing the values with coins (and bills) from the Bank.
3. Poll the class to see if they agree or disagree with the student’s answer.
4. Erase the problem and return the money to the Bank.
5. Select another student to spin and continue playing.
**Showing Equivalencies**

**Objective**
Students use money to show equivalent value combinations.

**Set Up**
Draw a five-sectioned circle and write 5¢, 10¢, 25¢, 50¢, and $1.00 in the sections. Draw a two-sectioned circle and write 1 coin or bill and 2 or more coins in the sections. Place a spinner in the center of each circle. Place the piggy bank on the board. Draw a large rectangle, label it Bank, and place coins and bills inside.

**Activity**
1. Select a student to spin both spinners.
2. The first spinner indicates the value the student must show. The second spinner indicates the number of coins/bills the student must use to show the spun value.
   For example, if the first spinner lands on 25¢ and the second spinner lands on 1, the student must show 25¢ with one coin (answer: quarter). If the second spinner had landed on 2 or more, the student would have to show 25¢ with two or more coins (possible answer: dime, dime, and nickel).
3. The student takes the money from the Bank and places it in the piggy bank.
4. Poll the class to see if they agree with the student’s answer and return the money to the Bank.
5. Select another student to spin and continue playing until all of the values have been shown.

**Race for It!**

**Objective**
Students add coin combinations and practice making change.

**Set Up**
Draw a three-sectioned circle. Write 1, 2, and 3 in the sections and put the dollar sign spinner in the center. Draw a “track” on the board and divide it into 10 spaces. Place combinations of coins and/or bills in seven of the sections and write Buy in three of the sections. Write Start at the beginning of the track and Finish at the end. Draw a large rectangle and label it Store. Place a few store items inside and label each with a value. Divide the class into two teams and write Team 1 and Team 2 on the board. Assign each team a game marker and place the markers at Start.

**How to Play**
1. Select a student from Team 1 to spin the spinner. When the spinner stops, the student moves the marker that many spaces on the track.
2. The student counts the money combination and writes the value under Team 1.
3. Select a student from Team 2 to spin the spinner, calculate the money combination, and write the value below Team 2.
4. Teams take turns playing in this manner, each time adding the values from each turn together to get a total sum.
5. If a marker lands on Buy, the team selects an item to purchase from the Store and subtracts the item’s value from the total team sum. Once an item is purchased, it is removed from the Store.

**Winning the Game**
The team to cross the finish line with the greatest amount of money wins!