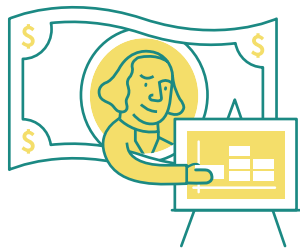


# Create a Money Graph



## Purpose of Activity

This activity is designed to familiarize students with the different denominations of currency while allowing the students to create and interpret a bar graph.

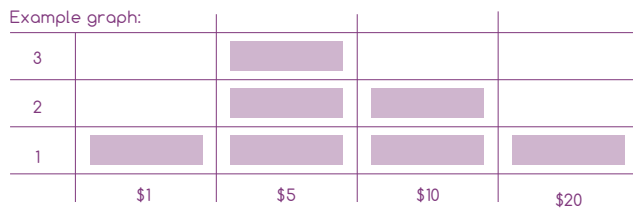
**Concepts taught:** constructing a bar graph, interpreting data, adding currency, sorting

## Materials Needed

- Printed play money  
[uscurrency.gov/playmoney](http://uscurrency.gov/playmoney)
- 12X18 construction paper
- Glue, ruler, and pencils

## Instructions

- 1 Print at least three pages of the play money for each student, and cut out only the \$1, \$5, \$10, and \$20 bills. Create an example of a completed money graph to show the students.
- 2 Distribute a piece of construction paper, glue, and a pencil to each student.
- 3 Shuffle the cut-out bills. Give each student at least seven random bills with different denominations. This will add to the variety of the graphs created.
- 4 Ask the students to sort their bills according to denomination, and then line up each type vertically on a piece of construction paper that is laying in a landscape direction. This will create the bar graph.
- 5 Have the students glue the play money down, encouraging them to start with the lowest denomination to the highest denomination. Then have the students create a title for their graph and label the sides. The x-axis of the graph will have their denominations, and the y-axis indicates how many bills are in each column.
- 6 When the graphs are done, have the students turn them over and number the back of the construction paper from 1-5 vertically. This is where the students will answer the following questions about their graph:
  1. Which type of bill(s) do you have most of?
  2. How many \$10 bills do you have?
  3. Which type of bill(s) do you have least of?
  4. How many \$1 bills do you have?
  5. How much money is on your graph?  
(Ask students to add all the bills together.)



## Level of Learning

**Level One:** Decrease the number of denominations used in the graph from four to three.

**Level Two:** Follow the activity as written above.

**Level Three:** Shrink the play money, increase the number of denominations used from four to five, and give out more bills. The questions asked can also become more complex.

