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
- 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.