

Math Bookmark Activities for Elementary (K-3)

SOL: K.7, 1.10, 2.11

ACTIVITY: Use the bookmarks as flashcards to review equivalents with the students.

SOL: 1.19, 2.11

ACTIVITY: Have the students, individually or in groups, sort the bookmarks from least to greatest and greatest to least, according to the coins or bills pictured on the back.

SOL: 1.15, 1.19

ACTIVITY: Divide the students into groups. Give each group a set of bookmarks—one for each group member. Have the students order themselves from least to greatest and greatest to least in the group, according to the coins or bills on their bookmarks.

SOL: 2.2, 2.11, 3.3

ACTIVITY: Draw large greater than, less than and equal to signs on the board. Give each student a bookmark. Ask the students to come up to the board one pair at a time and place themselves in front of the appropriate symbol. For example, if one student has the Susan B. Anthony bookmark and the other has the Sacagawea bookmark, they would stand on either side of the large equal to sign. This activity could be expanded to allow the students to create larger equations. Have them experiment in groups to come up with expressions. For example: dime + dime + dime + dime + nickel + nickel = half dollar.

SOL: K.7

ACTIVITY: Give all students a set of bookmarks. As you read the following story out loud, have the students hold up the appropriate bookmark when the coin or bill pictured on the back is named in the story.

Aaron cleaned his room and washed the dishes. As a reward, Mom gave Aaron a \$5 bill. Aaron took his \$5 to the candy store. He bought bubble gum and a candy bar. Aaron gave his \$5 to the candy store clerk to pay for the goodies. The candy cost \$2.37 so Aaron got change. The clerk gave him two \$1 bills, three pennies, two quarters and one dime as change.

The next day was Aaron's birthday. Granddad gave Aaron a \$100 bill for his birthday. "Remember to save some!" said Granddad. So Aaron took the \$100 bill to the

bank and deposited \$75 in his savings account. When Aaron gave the teller his \$100 bill, the teller gave him a \$20 bill and a \$5 bill in change.

SOL: K.7, 1.10, 1.19, 2.11, 3.3. 3.13

ACTIVITY: Divide the students into four teams. Each team gets a set of bookmarks. As you ask questions to review what the students have learned, allow the teams to confer and answer by holding up the appropriate bookmark. The first team to answer correctly receives one point. At the end of the game the team with the most points should get extra points on their next quiz or some other reward.

Examples of questions:

1. Hold up the coin that is worth 5 pennies.
2. Hold up the bill that you would receive as change if you paid with a \$20 bill for something that costs \$10.
3. Hold up the coin that is worth 25 cents.
4. Hold up the coin that is worth less than 15 cents but more than 6 cents.

SOL: 1.9, 2.11, 3.13

ACTIVITY: Use the bookmarks to illustrate word problems. As you read the word problem for the students, set before them each appropriate bookmark. Use the bookmarks you selected to find the answer.

For example: Say, “Aaron counted his coins. He had three quarters (lay aside three Washington bookmarks), three dimes (lay aside three Roosevelt bookmarks), and two pennies (lay aside two Lincoln bookmarks).” Now show that students that to solve this word problem, we have to add up the value of the coins pictured on these bookmarks.