

Introduction

The *TouchMoney Game* provides a “hands-on” way to reinforce the TouchCounting method developed by Cathy Haugen Faucher. Known as the *TouchMoney* system, this unique, step-by-step program teaches students how to count coins using TouchPoints.

This game is designed to provide multiple opportunities for students to TouchCount different combinations of coins. As students move their playing pieces around the game board, they land on both “Draw a Card” and “Roll the Die” spaces. All 60 draw cards feature coin combinations with the TouchPoints printed on the coins. The draw cards show combinations of up to six coins with total values from 1¢ to \$1.00. In addition, when students land on the “Roll the Die” spaces, they practice TouchCounting without TouchPoints. These spaces require students to roll a die and draw that number of realistic coins from the money tray in the center of the game board. As students TouchCount the realistic coins, they visualize the TouchPoints.

The *TouchMoney Game* is perfect for students who are just learning to TouchCount as well as students who already have a solid understanding of the TouchCounting method. The game is appropriate for use in resource, inclusion, and regular classroom settings.

Provide additional TouchCounting practice with the companion *TouchMoney Worksheets* (sold separately) and *TouchMoney Big Coin Activities* (sold separately). The 196-page *TouchMoney Worksheets* book includes lesson plans and reproducible activity sheets and assessments that correspond with the six steps of *TouchMoney*. The *TouchMoney Big Coin Activities* guide provides extension ideas for use with large, realistic coins (with and without TouchPoints) for more “hands-on” practice. These activities can be used with individual students, with small groups, and in learning centers to reinforce, review, and informally assess the process of TouchCounting. For a catalog or to order the *TouchMoney Worksheets* and *TouchMoney Big Coin Activities*, please call 1-800-897-3202.

Research and Standards

The *TouchMoney* system is designed for learners who cannot master traditional coin counting methods. The “hands-on” methodology is in line with recent research on multiple intelligences and learning styles. For example, Campbell states that “The kinesthetic learner learns best if given the opportunity to work with new information in a ‘hands-on’ mode. This learner would benefit from manipulating real objects and/or acting on them in a simulated environment” (“Learner Characteristics and Instructional Design,” 2003). Furthermore, the *TouchMoney* method prepares students to function independently in real-world situations, one of the goals discussed by Miller and Mercer in their article “Educational Aspects of Mathematics Disabilities” in a 1997 issue of the *Journal of Learning Disabilities*.

Since the primary objective of *TouchMoney* is to provide students with an easy and interactive way to count coins successfully, it fits perfectly with state and national mathematics standards on mathematical operations and representations. Through the *TouchMoney Game*, students will:

- Identify coins and coin values
- Determine the value of a group of coins counting by 5’s and 1’s
- Apply mathematical understanding of coin counting to real-world situations

Before Playing for the First Time

Make several copies of the Score Sheet (page 12) and the Learning TouchPoints sheet (page 13) for future game play. Give each player a Score Sheet. If a player is just beginning to learn how to TouchCount, give him or her a copy of the Learning TouchPoints sheet for reference while playing the game.

Name: _____ Date: _____



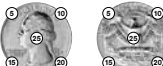

Score Sheet

5	10	15	20	25
30	35	40	45	50
55	60	65	70	
80	85	90	95	

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Name: _____ Date: _____

Learning TouchPoints

 nickel 5¢	 dime 10¢
 quarter 25¢	 penny 1¢

REPRODUCIBLES TouchMoney Game 13

The Six Steps of *TouchMoney*

In order to play the *TouchMoney Game*, students must have a basic understanding of the TouchMoney method of counting coins. If the students are new to the process of TouchCounting, teach the method using the six sequential steps listed below.

Step 1—Getting Ready

Before learning to TouchCount, students must be able to count by 1's to 100, to count by 5's to 100, and to recognize that the cent and dollar signs represent money. Review these skills if necessary.

Step 2—Identifying Coins

Before learning to TouchCount, students must be able to name each coin (penny, nickel, dime, and quarter) and identify its value, as well as understand that each coin has a front side (heads) and back side (tails). Review these skills if necessary.



Step 3—Introducing TouchPoints

Explain that TouchPoints are used to count nickels, dimes, and quarters and that each TouchPoint equals 5 cents. Pennies do not have any TouchPoints because they are worth one cent each. Tell the students that when they count groups of coins, they should always count the pennies last. Introduce the following rules for TouchCounting:

- Touch the nickel once in the middle, counting “5.”
- Touch the dime first at the top and then at the bottom, counting “5, 10.”
- Touch the quarter at the upper left, upper right, lower left, lower right, and middle, counting “5, 10, 15, 20, 25.”
- Touch the penny below the coin (since it has no TouchPoints), counting “1.”



The Six Steps of *TouchMoney*, continued

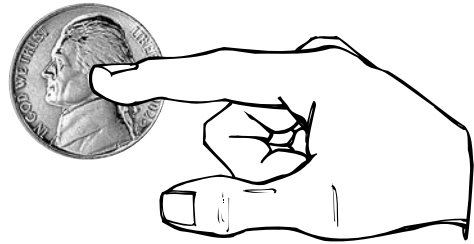
Step 4 – Learning to Draw TouchPoints

Have the students practice drawing the appropriate number of TouchPoints in the correct locations on the nickel, dime, and quarter and drawing a line below the penny since it does not have any TouchPoints. Draw groups of coins on the board or on worksheets, and have the students draw the TouchPoints on the coins and TouchCount to find the total value of the coins. Remind the students to count the pennies last.



Step 5 – Visualizing TouchPoints

Draw groups of coins on the board or on worksheets, and have the students visualize the TouchPoints on the coins and TouchCount to find the total value of the coins. Tell the students that they can still touch the coins as they TouchCount. Remind the students to count the pennies last.



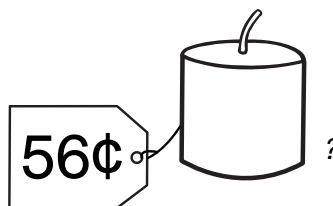
Step 6 – Shopping Spree

Explain to the students that they can use the method of TouchCounting in real life. When they go shopping, they will often have to count coins to pay for items and count coins to see if they have enough money to buy certain items. Have the students practice applying the TouchCounting method to real life situations. Work with one student at a time. Give the student the realistic coins included with the game. Draw a price tag with an amount below \$1.00, and have the student TouchCount to find the coins he or she would need to pay for the item. Then, give the student only a few of the coins, draw a price tag with an amount below \$1.00, and have the student decide if he or she has enough coins to buy the item. For example:

If you have



do you have enough to buy



The Game Components

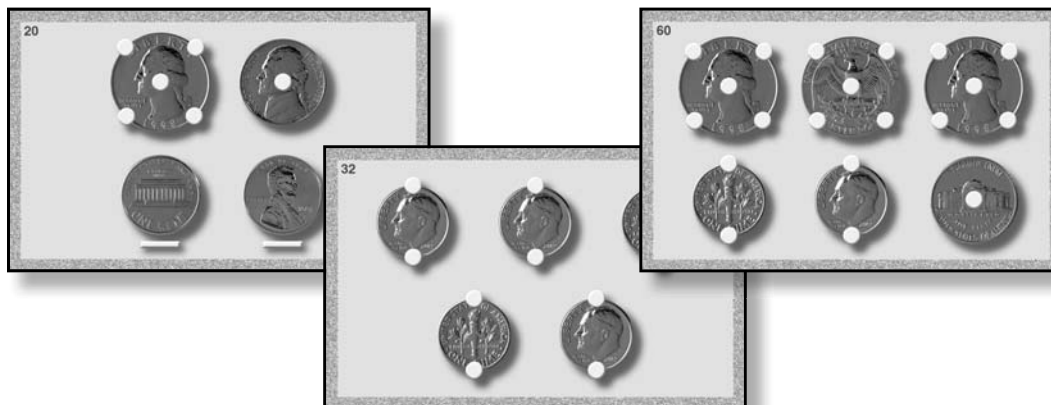
Game Board

The game board features outer squares that alternate between an illustration for drawing a card and an illustration for rolling the game die. The corner game-board squares include “Go,” “Coin Count,” “Move Forward 1 Space,” and “Move Back 1 Space.” The “Go” square marks the location where the game begins. After a player has moved around the game board, the “Go” square becomes a “Free Choice” square. The player can either draw a card or roll the die. When a player lands on the “Coin Count” square, he or she will collect one coin drawn from each of the other players. Then, the player must TouchCount all the coins to find the total value. The center of the game board includes spaces for the draw cards and the plastic coin tray.



Draw Cards

Each of the 60 draw cards shows a combination of coins with TouchPoints for the players to count. A maximum of six coins is shown on each draw card, with a total value up to \$1.00.



The Game Components, *continued*

Game Dice

The game contains two dice for game play: a standard die and a 1, 2, 3 die. Use the standard die to determine the order in which the players will take their turns and the number of spaces a player should move his or her playing piece. Use the standard die or the 1, 2, 3 die to determine the number of coins a player should TouchCount from the plastic coin tray. To level the game, use the 1, 2, 3 die with students who are just beginning to learn how to TouchCount and use the standard die with students who have a solid understanding of the TouchCounting method.



Realistic Coins

The game contains 100 plastic realistic coins: 25 pennies, 25 nickels, 25 dimes, and 25 quarters. These coins should be placed in the plastic coin tray in the center of the game board.



Coin Tray

Throughout the game, players will draw coins to TouchCount from the plastic coin tray placed in the center of the game board. After a player correctly TouchCounts the coins, he or she should return them to the coin tray.



Game Play

GETTING READY TO PLAY

Before playing the game, students should be able to count by 1's and 5's, name each coin, and say each coin's value. Additionally, students should be given at least a basic introduction to the method of TouchCounting coins.

Parent Letter

Send a copy of the Parent Letter (page 11) home with each student before playing the game. The Parent Letter explains the *TouchMoney* method of counting coins and encourages parents to TouchCount with their children at home.

Number of Players

Four players are ideal for game play, but up to six players can play at one time.

Levels of Play

The *TouchMoney Game* offers two levels of play. Either the 1, 2, 3 die (Level 1) or the standard die (Level 2) can be used to determine the number of coins a player should TouchCount from the plastic coin tray. Students who are just beginning to learn how to TouchCount should use the 1, 2, 3 die to practice with no more than three coins at a time. Students who have a solid understanding of the TouchCounting method can use the standard die to count up to six coins at a time.

GAME SETUP

Give each player a Score Sheet (page 12) and a Learning TouchPoints sheet (page 13), if needed. Place the game board on a flat surface. Show the students the game board with the illustrated "Draw a Card" and "Roll the Die" squares. Point out the four corner squares: "Go," "Coin Count," "Move Forward 1 Space," and "Move Back 1 Space." Show the students the 60 draw cards. Explain that each draw card shows a coin or a group of coins that the students will TouchCount. Point out that the TouchPoints are drawn on the coins. Shuffle the draw cards, and stack them in a pile in the appropriate place on the game board. Put the realistic coins in the plastic coin tray, and set the tray in the appropriate place on the game board. Allow each player to select a playing piece and place it on the "Go" square. Determine the order in which the players will take their turns.

HOW TO PLAY

1. The first player rolls the 1, 2, 3 die or the standard die to determine how many spaces he or she should move.
2. The player moves the number of spaces rolled.
3. If the player lands on a "Draw a Card" square, he or she draws a card from the stack. The player TouchCounts the coins using the TouchPoints shown, says the total value, and places the draw card at the bottom of the stack.
4. If the player lands on a "Roll the Die" square, he or she rolls the 1, 2, 3 die or the standard die again. The number on the die is the amount of coins the player takes from the coin tray. The player then visualizes the TouchPoints on the coins, TouchCounts the coins, says the total value, and returns the coins to the coin tray.

Game Play, *continued*

5. If the player lands on a corner square, the player follows the instructions on the square:

“Go” Square—After the game begins, the “Go” square becomes a “Free Choice” square. The player can draw a card or roll the die again and count that number of coins from the coin tray.

“Coin Count” Square—All other players collect one coin each from the coin tray and give the coins to the player. The player visualizes the TouchPoints on the coins, TouchCounts the coins, says the total value, and returns the coins to the coin tray.

“Move Forward 1 Space” Square—The player moves forward one space to a “Roll the Die” square.

“Move Back 1 Space” Square—The player moves back one space to a “Draw a Card” square.

6. Play moves to the next player.

KEEPING SCORE

Instruct each player to keep track of his or her own score using the Score Sheet (page 12). A player earns five points for correctly TouchCounting a coin or a group of coins. When a student correctly TouchCounts the coins, he or she should write a check mark over the next multiple of five on the Score Sheet. For example, after the student correctly TouchCounts the first group of coins, he or she writes a check mark over the “5.” When the student correctly TouchCounts the next group of coins, he or she writes a check mark over the “10,” and so on. If the player does not TouchCount the coins correctly, he or she should not write a check mark on his or her Score Sheet. The facilitator should show the player how to TouchCount the coins correctly and then ask the player to try again before the next player takes his or her turn. Note: The Score Sheet can also be used as an additional tool for practicing counting by 5’s.

ENDING THE GAME

The primary objective of the *TouchMoney Game* is not to determine a game winner but rather to help students practice TouchCounting varying combinations of coins. There are several ways to end the game. Choose from the following options:

- Have the players play for a predetermined amount of time.
- Have the players stop playing when a player reaches a certain score.
- Have the players stop playing when a player has moved around the game board a certain number of times.

Assessment

Progress Chart

Use the draw cards and/or the realistic coins to assess the students' ability to correctly TouchCount varying combinations of coins. Make a copy of the Progress Chart (pages 14 and 15) for each student. When the student is assessed, record the date in the appropriate column on the Progress Chart. Record mastery or nonmastery of each coin amount assessed. If the student gives the correct answer for an amount, write a check mark in the appropriate row and column on the Progress Chart. If the student gives an incorrect answer for an amount, write an X in the appropriate row and column on the Progress Chart.

Name: _____

Progress Chart

Evaluated By: _____

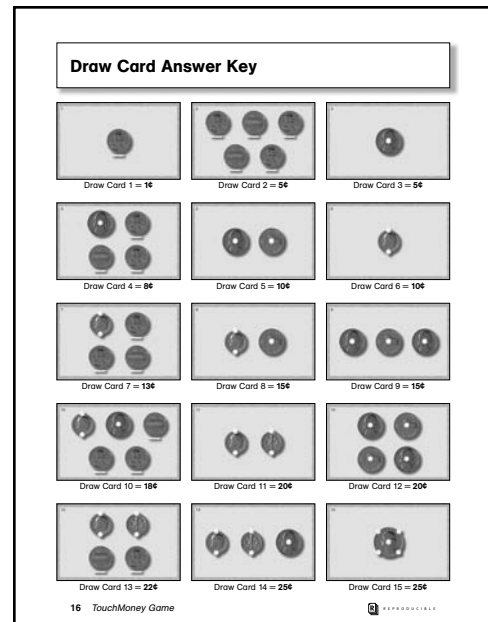
Mastery Codes
 ✓ = Yes X = No
 Language Used
 → English → Spanish → Other: _____

Coin Amounts	Date			Comments	Coin Amounts	Date			Comments
	Month	Day	Year			Month	Day	Year	
1c					26c				
2c					27c				
3c					28c				
4c					29c				
5c					30c				
6c					31c				
7c					32c				
8c					33c				
9c					34c				
10c					35c				
11c					36c				
12c					37c				
13c					38c				
14c					39c				
15c					40c				
16c					41c				
17c					42c				
18c					43c				
19c					44c				
20c					45c				
21c					46c				
22c					47c				
23c					48c				
24c					49c				
25c					50c				

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Draw Cards

Make a copy of the Draw Card Answer Key (pages 16–19) for quick reference during the assessment. Select the draw cards you will be using for the assessment. Use draw cards 1–32, which include coin amounts up to 50¢, with students who are new to or are struggling with the TouchCounting method. Add draw cards 33–60, which include coin amounts from 51¢ to \$1.00, when students have a solid understanding of the method and begin TouchCounting up to six coins while playing the game. Work with one student at a time. Show the student a draw card, and ask him or her to TouchCount the coins and say the value. As the student progresses through the draw cards, record mastery or nonmastery on his or her Progress Chart.



Realistic Coins

Work with one student at a time. Place a group of coins, with a total value between 1¢ and \$1.00, on the table or desk. Ask the student to visualize the TouchPoints, TouchCount the coins, and say the total value. Or, state an amount between 1¢ and \$1.00 and have the student find the appropriate coins to equal that amount. Record mastery or nonmastery of each amount assessed on the student's Progress Chart.