MA.1.M.2.3

Overarching Standard: MA.1.M.2 *Tell time and identify the value of coins and combinations of coins and dollar bills.*

Benchmark of Focus

MA.1.M.2.3: Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.

Benchmark Clarifications

Clarification 1: Instruction includes the identification of a one, five and ten dollar bill and the computation of the value of combinations of pennies, nickels and dimes or one, five and ten dollar bills.

Clarification 2: Instruction focuses on the connection to place value and skip counting.

Clarification 3: Within this benchmark, the expectation is not to use decimal values or to find the value of a combination of coins and dollars.

Related Benchmark/Horizontal Alignment

- MA.1.NSO.1.1
- MA.1.NSO.2.3/2.4/2.5
- MA.1.AR.1.1

Vertical Alignment

Previous Benchmarks	**Next Benchmarks**
MA.K.NSO.2.1	MA.2.M.2.2

Purpose and Instructional Strategies

The purpose of this benchmark is for students to relate skip counting by 5s and 10s with counting a sequence of coins or bills. Students will relate the coin or bill to its value. In Kindergarten, students skip counted by 10s. *(MTR.2.1, MTR.5.1, MTR.7.1)*

- Instruction includes and reinforces strategies for addition.

- Instruction includes helping students to realize that it may be easier to first skip count by tens using dimes, and then by fives using nickels, with pennies being added last.
- Instruction includes making a connection to tally marks by putting pennies into groups of five.
- Instruction uses the format 25¢, not $0.25.

Common Misconceptions or Errors

- Students may believe the value of a coin is directly related to its size (e.g., a nickel is bigger than a dime and is worth more, or a penny is bigger than a dime, so it must also be worth more). In these cases students need additional practice identifying a coin with its actual value.
- Students may not count coins as a sequence of their value and make mistakes in counting. In these cases, have students identify coins with their value prior to counting. Then have students explore ways to count the coins that make sense for them (i.e., counting dimes then nickels and pennies).

Strategies to Support Tiered Instruction

- Teacher provides opportunities to use descriptive language to discuss observable details of each coin and record their observations in a chart. Students can use a magnifying lens to notice details closely.
    - A chart (like the one below) is used to organize the information students observe about the coins. Student misconceptions about coins can be observed by the teacher and guided toward understanding in the "What do you notice or wonder?" column.

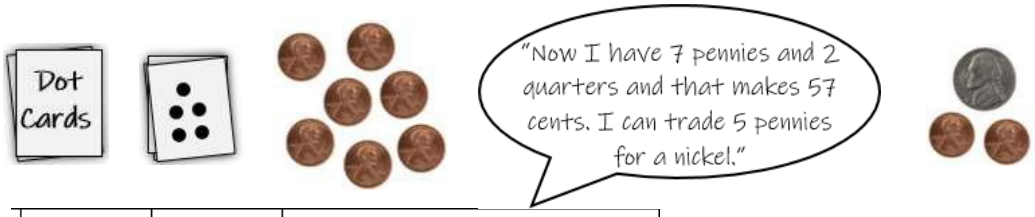
Coin	Color	Pictures	Words	What do you notice or wonder?
penny 	brown	Abraham Lincoln The Lincoln Memorial	LIBERTY ONE CENT	Why is the penny brown? The penny is bigger than a dime.
nickel 	silver	Thomas Jefferson Monticello	FIVE CENTS The United States of America	It is thicker than a penny and the edge is smooth. The nickel is bigger than a penny.

Information from the chart can be made into cards for students to sort using each coin name as a header.

Teacher asks questions to elicit ideas of what students notice about the coins and those that require students to make comparisons such as:

- "What do you notice about the outside edge of this coin? Why do you think some coins have ridges?"
- "Who is on the smallest coin?"
- "What are the words you see on the penny?"
- "Do all of the coins tell their value?"

- Teacher provides opportunities to trade coins for equal values.
  - For example, students can take turns "trading up to a dollar" using a tray of sorted coins (enough to allow for multiple rounds of trading) and dice or dot cards. Each student will take a turn rolling a die or flipping a dot card. On their turn, the student takes that many pennies from the bank, counts the total coins they have, and then determines if a "trade" needs to be made (i.e., trade 5 pennies for a nickel, 3 nickels and 5 pennies for 2 dimes, 2 dimes and a nickel for 1 quarter, etc.) Each student continues to take turns and making trades until one player has enough to exchange for the $1 bill.



Coin	Value	Equal Values
Penny	1	
Nickel	5	5 pennies are equal to 1 nickel
Dime	10	10 pennies are equal to 1 dime 2 nickels are equal to 1 dime

Questions to ask students:

- **What is a strategy we can use to count mixed coins? Mixed bills?**
  - Sample answer that indicates understanding: *Start with the coin/bill that have the greatest value and count the pennies/dollars last.*
- **What is the value of the given coins? (More specific: There are four dimes and eight pennies on the table. What is the total value of the coins?)**
  - Sample answer that indicates understanding: *The student would recognize the value of each dime is 10 cents and the value of each penny is equal to 1 cent. The student would recognize the most efficient way to find the value of the coins would be to start with the coin of greater value, which is the dimes, and then count the pennies. The student would count: 10, 20, 30, 40…41, 42, 43, 44, 45, 46, 47, 48. There are 48¢ on the table.*
- **What are the defining attributes of a dollar bill? Five dollar bill? Ten dollar bill?**
  - Sample answer that indicates understanding: *The bills can come in various colors and have different people or objects printed on them but the value of the bill printed in the 4 corners of the bill is the best indicator of the value.*
- **What symbol can we use to represent 'dollar'?**
  - Sample answer that indicates understanding: *$*

Instructional Tasks

Instructional Task 1 (MTR.7.1)

Part A. Matt counted coins that he found in his pocket. How much money does he have?

Part B. Matt's friend gave him the five coins shown below. Count on from the coins Matt had in his pocket. How much money does Matt have now?

Instructional Items

Instructional Item 1

There are three dimes and seven pennies on the table. What is the total value of the coins?

Instructional Item 2

What is the value of the coins shown?

Instructional Item 3

What is the value of the dollar bills shown?

Additional Resources:

CPALMS

Lessons

Find the Value of Combinations of Money (CPalms)

Solve Problems with Money (CPalms)

Counting Coins (Brain Pop)

Dollars and Cents (Brain Pop)

Pot of Coins (Lake Shore Learning)

Read Aloud

The Coin Counting Book by Rozanne Lanczak Williams

Activities and Resources

Counting Money Song (YouTube)

Time to Climb: Counting Money (Near Pod)

Money Practice (Near Pod)

Resources/Tasks to Support Your Child at Home:

Trip to the Store: Take your child to a market or any store and have pick out a price tag for any item under $100. Have your child explain what coins or bills they could use to represent the price. You could also give your child a certain amount of coins or bills and tell them to find an item that cost the same amount. This activity can also be done from home by labeling household items with different prices and having your child either represent the price or use a set amount of money to find the item that matches the price.

Count Coins (online practice)

Money Match: On an index card or sticky note, write the value on half of the cards and their representation in coins and/or bills on the other half. Have your child match the representation with the matching value.