

Coin Values and Counting Coins



Coin Value Video



Identifying Coins and Their Values

Each coin has two **faces**, or sides. Each coin also has a specific value. Let's explore the faces and values of a penny, nickel and dime below:

Penny:



A **penny** has the value of one cent or 1¢.

Nickel:



A **nickel** has the value of five cents or 5¢.

Dime:



A **dime** has the value of ten cents or 10¢.

Let's Practice!



What value does a nickel have?

_____ ¢



What value does a penny have?

_____ ¢



What value does a dime have?

_____ ¢

Time to Count Coins!



How many nickels are in the group above? _____

How many dimes are in the group above? _____

How many pennies are in the group above? _____

Review Skip Counting

Skip count by fives



Skip count by tens



Applying Skip Counting to Multiple Coins

We can use the skip counting methods from the videos to determine the value of groups of coins.



Count the pennies by one to find the total value.

There are 1, 2, 3, 4, 5 cents total.



Count the nickels by fives to find the total value.

There are 5, 10, 15, 20, 25 cents total.



Count the dimes by tens to find the total value.

There are 10, 20, 30, 40, 50 cents total.

Let's Practice Using Skip Counting!



These coins have the value of _____¢.



These coins have a value of _____¢

Exchanging Coins

We can also exchange one coin for multiple coins of the same value.

We can exchange:

1 dime

for

2 nickels



1 nickel

for

5 pennies



Now You Try!

If you exchanged 2 dimes, how many nickels would you get in return? _____ nickel(s)



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If you exchanged 10 pennies, how many dimes would you get in return? _____ dime(s)

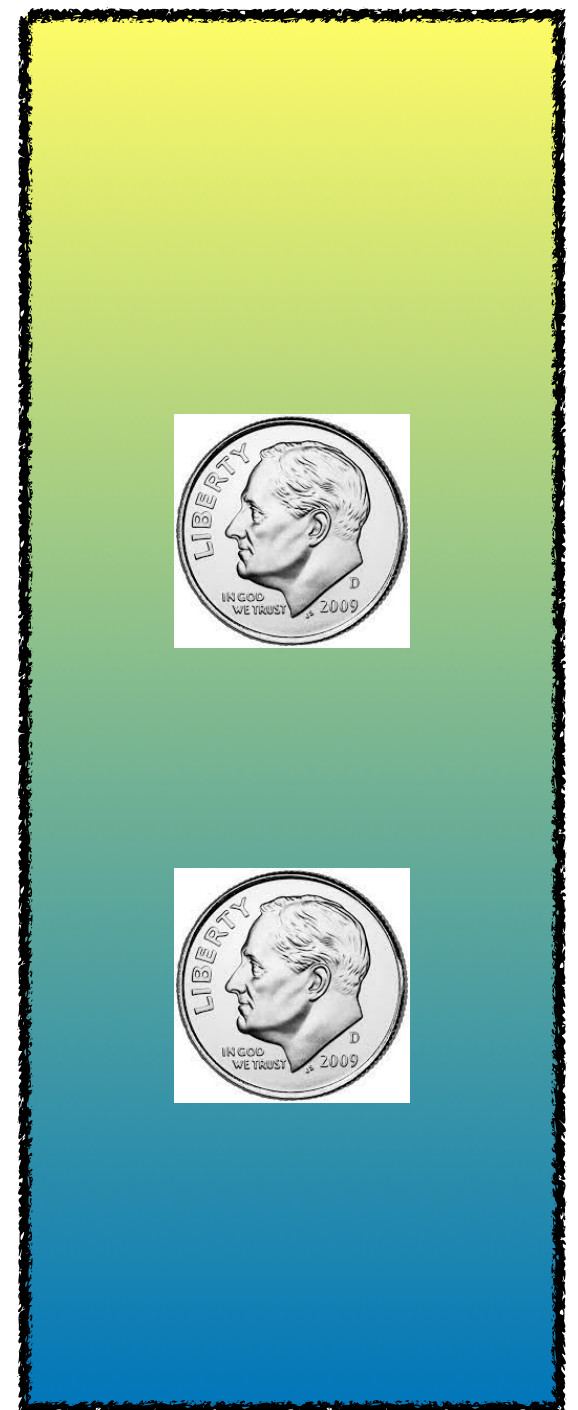
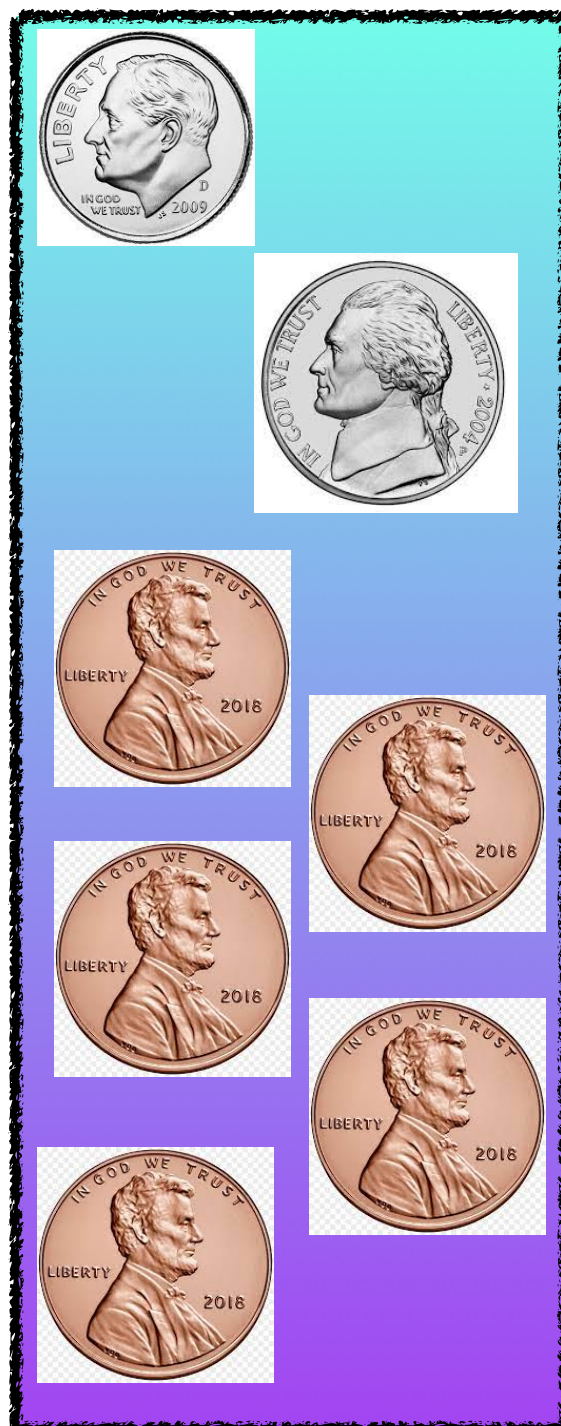


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You can also show the same amount using different groups of coins

This pencil is worth 20¢. Here are some different ways to show how you would pay for the pencil.



Activity Time!

Determine how much the objects below cost based on the coins used to pay for them.

1.



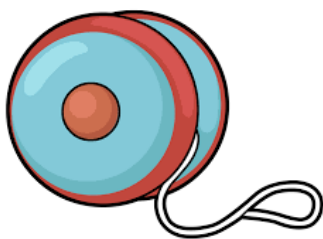
The chocolate bar costs ____¢

2.



The balloon costs ____ ¢

3.



The yoyo costs ____¢

Practice Time!



How many coins are in the group above? _____

How many pennies are in the group? _____

How many more nickels than pennies are in the group? _____

What is the value of the whole group of coins? _____



Count the coins to the left and find the total value.



What is the whole value of the group of coins? _____

Find the value of the group of coins to the right.



What is the value of the whole group of coins?



Match the coin faces to the value of the coin. Draw a line to match them



Ten cents or 10¢



Five cents or 5¢



One cent or 1¢

Now match the value of the coin to the name of the coin. Draw a line to match them

One cent or 1¢

Dime

Ten cents or 10¢

Nickel

Five cents or 5¢

Penny

Match the set of coins to the appropriate value.



42¢



30¢



34¢

Use the group of coins below to answer the questions and fill in the blanks.



How many coins are in the group above? _____

What is the total value of the dimes in the group above? _____

What is the value of the pennies in the group above? _____

What is the value of the nickels in the group above? _____

What is the total value of the group of coins? _____



\$0.01

Penny



\$0.05

Nickel

Dime



\$0.10

Standards

INDOE Standard

1.M.3 Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.

- I chose this INDOE standard because I thought that this was a skill that was essential to any student's knowledge, including students with special needs. It is a skill that a student will use throughout their life to pay for things.

Common Core Standard

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

- I chose this common core standard because it most closely matched the INDOE standard I chose to base my curriculum book off of. Although this standard includes using dollar bills and quarters, it provides the same concept as the INDOE standard of understanding the value of coins and a group of coins.

ISTE-S Standards

Knowledge Constructor 3c: Students will meet this standard because they will use multiple media forms to gain knowledge about the subject. The students can use a physical text book, this customized book, and the videos and resources embedded within the video to learn the subject.

Creative Communicator 6c: I met this standard by creating this book. I took a lesson from a textbook and created a customized book for a student to interact with and learn similar lesson from. The book I created also includes multiple visual models and other resources. The videos included embedded within this book correspond to the lesson at hand as well.

ISTE-E Standard

Designer 5a: The book I created is meant for a personalized and custom experience. The lesson within the book is very thought out and organized so that it flows and makes sense to the student. I also created this book using multiple online sources including pages, the google drawing tool, and YouTube videos. This book can be used with real student to help them learn despite his/her learning differences and needs.

Student Description

The student using this book would most likely have a learning disability specific to mathematics. The student cannot easily comprehend the relationship of numbers. The student most likely also has difficulty learning math facts and other math concepts, like skip counting. The book includes normal, age-appropriate content and is not watered down. That being said, the student is most likely in first grade or studying math at the first grade level. The content included in the book meets both the INDOE academic standard and closely relates to the chosen common core standard. The book is organized and ordered in such a way that easily flows and provides information as it makes sense. Before moving on to the next part of the lesson, everything that is needed in that section has already been introduced and possibly mastered.

References

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