



Math Coach's Corner

Common Core



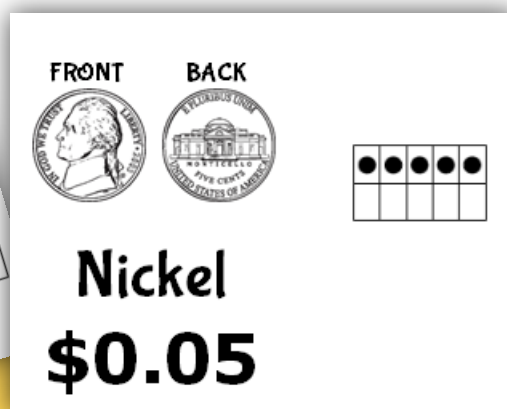
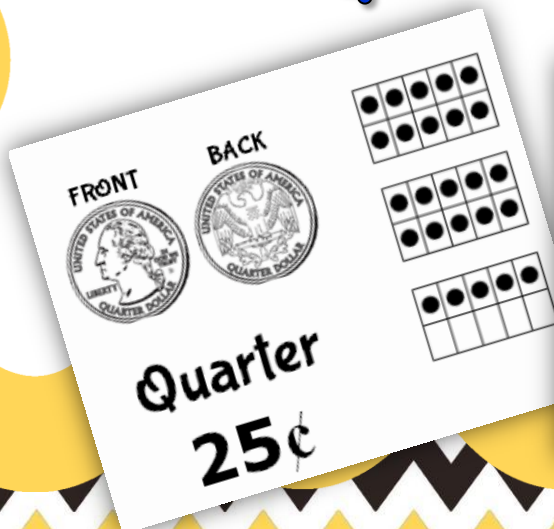
Coin



Identification

with Ten-Frames

Math Centers



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## Common Core Alignment

1.NBT.3--Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols  $<$ ,  $=$ ,  $>$

2.MD.8—Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately

2.NBT.5--Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

## Teacher Notes

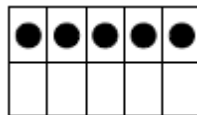
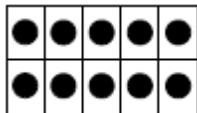
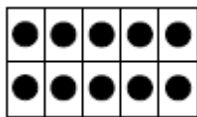
Common Core standards do not introduce money as a standard until 2<sup>nd</sup> grade, however, these activities could be used in earlier grades to introduce the coins and their values. Understanding coin value involves a skill called *unitizing*. When students first learn to count, each object has a value of 1, this is called *one-to-one correspondence*. Place value is the first departure from one-to-one correspondence as children learn that now one "thing", a bundle of 10, can be counted as an object: 1 ten, 2 tens, 3 tens, etc. Counting money is similar. Children must understand that when they are counting nickels, they skip count by 5s to determine the value. So I can count that I have 1, 2, 3, 4, 5 nickels, but the value of 5 nickels is 25 cents. The use of a familiar representation, ten-frames, helps students visualize this rather abstract concept.

Suggestions for use:

1. Use like triangle flash cards. Cover up one part and have student provide the covered element.  
*Example:* On a quarter card, cover the ten-frames. Have students show the missing ten-frames using student ten-frame sets. Or cover the coin pictures and have students choose the correct coin from a set of play or real coins.
2. Use to show equivalencies. Show student a quarter card. Ask them to choose the correct number of nickel cards to match the value of the quarter.
3. Use to find the value of a collection of coins. Students draw three cards (adjust to less or more depending on need) and determine the value of the coins.
4. Coin War. Deal cards between two (or more) players. Each player turns over the top card. The highest coin takes all the cards

FRONT

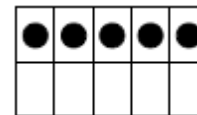
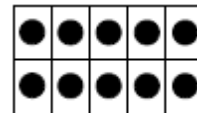
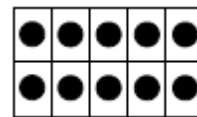
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**Quarter**  
**25¢**

FRONT

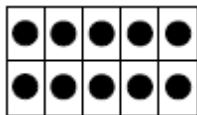
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**Quarter**  
**\$0.25**

FRONT

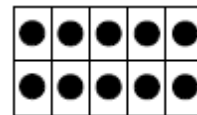
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**Dime**  
**10¢**

FRONT

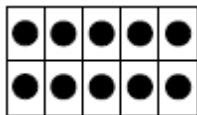
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**Dime**  
**\$0.10**

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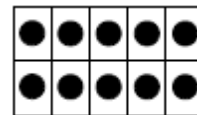
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**Dime**  
**10¢**

FRONT

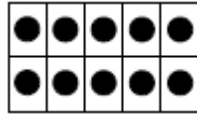
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**Dime**  
**\$0.10**

FRONT

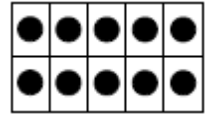
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**Dime**  
**10¢**

FRONT

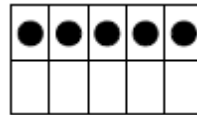
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**Dime**  
**\$0.10**

FRONT

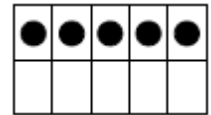
BACK



**Nickel**  
**5¢**

FRONT

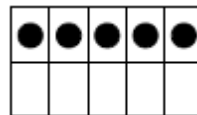
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**Nickel**  
**\$0.05**

FRONT

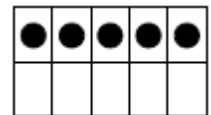
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**Nickel**  
**5¢**

FRONT

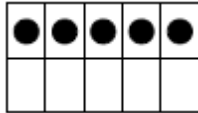
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**Nickel**  
**\$0.05**

FRONT

BACK

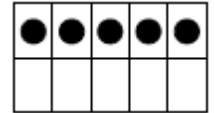


Nickel

5¢

FRONT

BACK

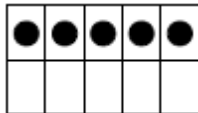


Nickel

\$0.05

FRONT

BACK

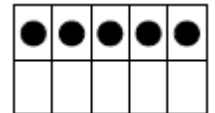


Nickel

5¢

FRONT

BACK

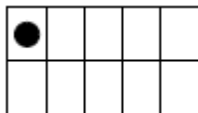


Nickel

\$0.05

FRONT

BACK

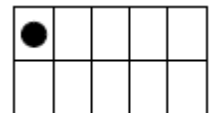


Penny

1¢

FRONT

BACK



Penny

\$0.01

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**\$0.01**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**\$0.01**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**\$0.01**



FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT



BACK



●				

**Penny**  
**1¢**

FRONT

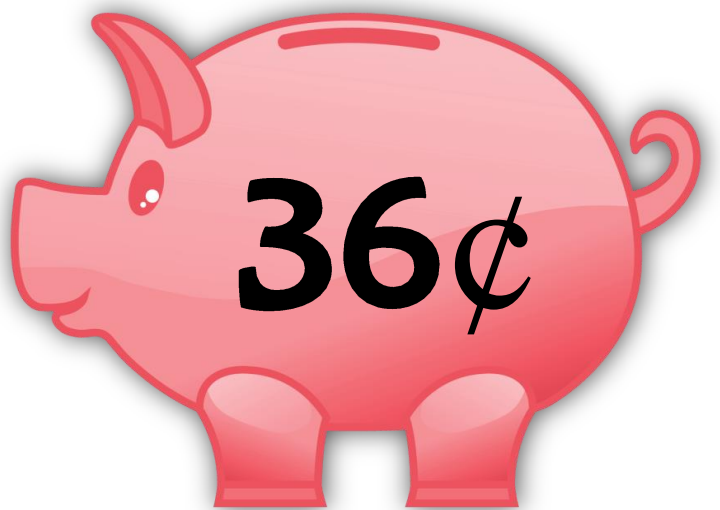
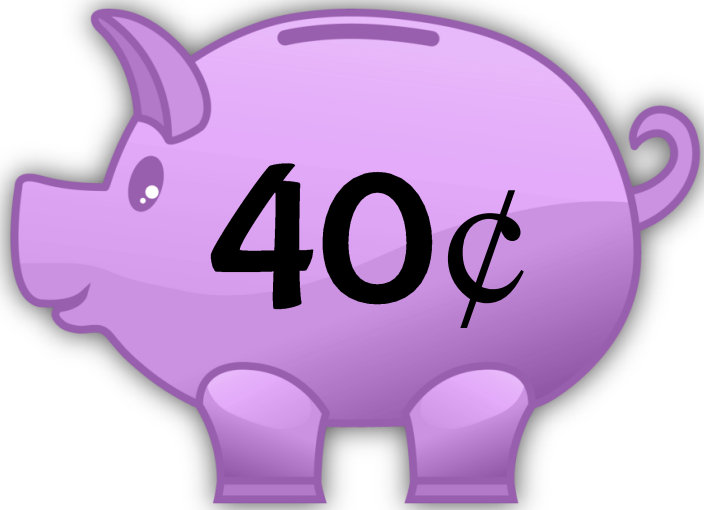


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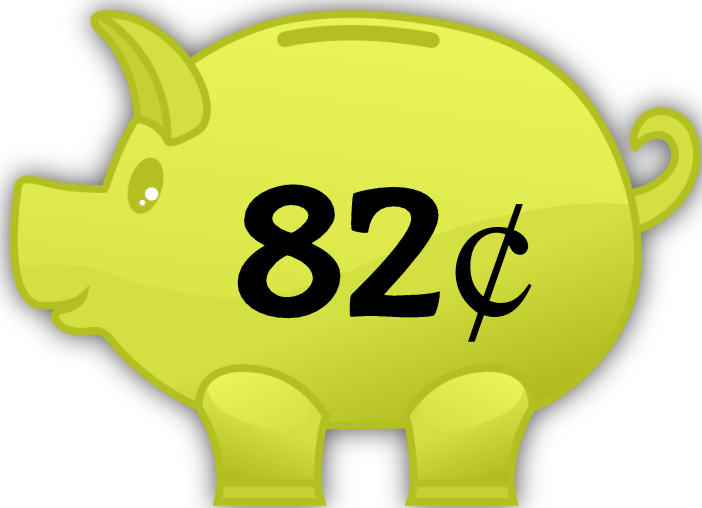


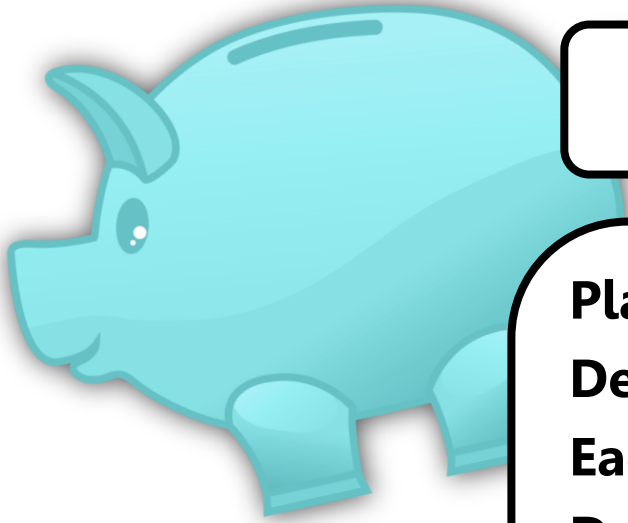
●				

**Penny**  
**1¢**









## WAR

**Play** with a partner.

**Deal** 5 **coin** cards to each player.

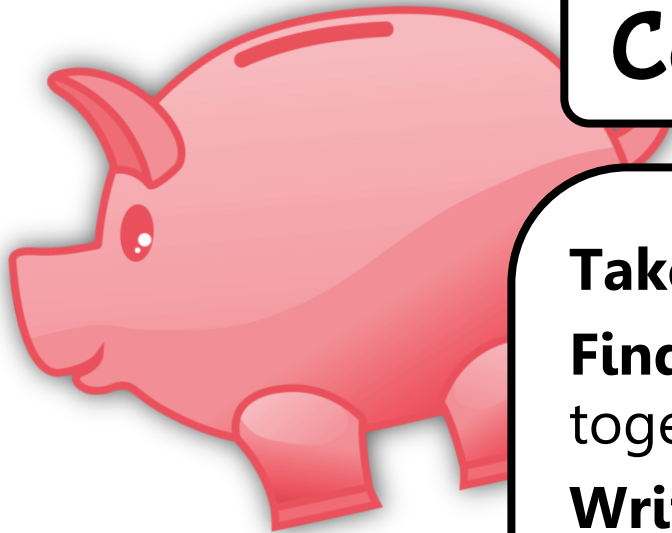
**Each** player lays down one card.

**Decide** which coin is greater. That player keeps the cards.

**Write** this sentence in your math journal:

\_\_\_\_\_ is greater than \_\_\_\_\_.

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## Count Them Together

**Take** two **coin** cards.

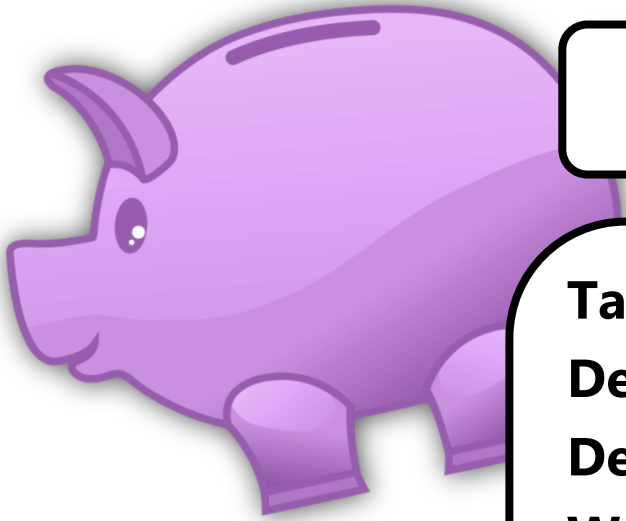
**Find** the value of the 2 coins together.

**Write** this sentence in your math journal:

\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_.

**Repeat** four more times.

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## How Much More?

**Take** two **coin** cards.

**Decide** which coin is worth more.

**Decide** how much more.

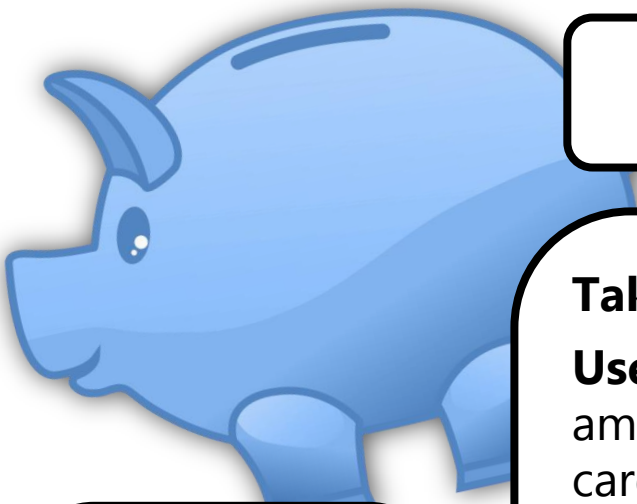
**Write** these sentences in your math journal:

\_\_\_\_\_ is more than \_\_\_\_\_.

It is \_\_\_\_\_ more.

**Repeat** 4 more times.

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## Make it Two Ways

**Take** a **piggy bank** card.

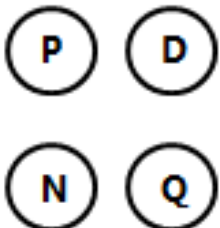
**Use** your **coin** cards to make the amount shown on the **piggy bank** card.

**Find another way** to make the same amount using different coins.

**Write** your number and **draw** your coins in your math journal.

**Repeat** 4 more times.

**Draw your coins like this:**



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