HPISD First Grade Math

UNIT NAME	ESTIMATED DURATION	9 WEEKS			
Unit 11: Money	**2 WEEKS**	**1**	**2**	**3**	**4**

Unit Overview

This unit develops an understanding of U.S. coins, the value of the coins, and a variety of ways to count the coins.

Enduring Understandings

The student will understand that:	● Specific U.S. coins each have a unique value. The size of a coin does not indicate its value. ● Money amounts can usually be counted in different ways. When counting money, it is usually easier to start with the coin or bill with the greatest value. ● Some problems can be solved by making a reasonable first try for what the answer might be and then, though additional reasoning, arriving at the correct answer.

Concepts

Number uses, Classification, and Representation	Numbers can be used for different purposes, and numbers can be classified and represented in different ways.
Practices, Processes, and Proficiencies	Mathematics content and processes can be applied to solve problems.

Guiding/Essential Questions

- In what ways can money be represented?
- How can the value of money be shown in different ways?
- What patterns are seen when combining values of money?
- How many different ways can you make a specific amount of money?

Learning Targets & Prerequisites | Progressions

Learning Targets & Prerequisites	Progressions
Prerequisite: ● Understand the concept of money ● Recognize the coin attributes	

Learning Target:
- The student will Identify the value of and describe the relationship between pennies, nickels, dimes, and quarters.

Second Grade Connection:
- 2.5 Applies mathematical process standards to determine the value of coins in order to solve monetary transactions.

- Write a number with the cent symbol to describe the values of U.S. coins.
- Each coin has a specific name and attributes that must be recognized.

Prerequisite:
- Skip count by 2s, 5s, and 10s.

Learning Target:
- The student will skip count by 2s, 5s, and 10s to find the value of a collection of U.S. coins including pennies, nickels, dimes, and/or a quarter.

Second Grade Connection:
- 2.5 (A) Determine the value of a collection of coins up to one dollar.

- Skip count by 2s, 5s, and 10s to find the value of a collection of pennies, nickels, and dimes.
- Count sets of coins.

Prerequisite:
- Recall the value of each coin

Learning Target:
- The student will show and describe how to make a quarter with pennies, nickels, and dimes.

Second Grade Connection:
- 2.7 (A) Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.

- Count money starting with the greatest value.
- Identify groups of coins that have the same value (such as 5 pennies equal 1 nickel)
- Identify the value of combinations of dimes, nickels, and pennies.

Formative Assessments	Summative Assessments

TEKS: Readiness Standards	TEKS: Supporting Standards
*1.4 (C) Use relationships to count by twos, fives, and tens-to determine the value of a collection of pennies, nickels and/or dimes.	1.4 (A) Identify U.S. coins including pennies, nickels, dimes and quarters by value and describe the relationships between them. ***1.4 (B) Write a number with the cent symbols to describe the value of a coin.** ***1.5 (B) Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.**

TEKS Process Standards

1.1 (A) Apply mathematics to problems arising in everyday life, society, and the workplace.

1.1 (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

1.1 (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

1.1 (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

1.1 (E) Create and use representations to organize, record, and communicate mathematical ideas.

1.1 (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

1.1 (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Processes and Skills: **What students should be able to DO**	Facts: **What students should KNOW**
● Students should be able to identify the value of combinations of nickels and pennies.	● Each U.S. coin has a specific value (i.e. a dime is 10 cents) ● Money amounts can be counted in different ways.

● Students should be able to identify the value of combinations of dimes, nickels, and pennies. ● Students should be able to identify the quarter and find groups of coins that have the same value. ● Students should be able to identify groups of coins that have the same value (such as 5 pennies equal 1 nickel) ● Students should be able to skip count by the value of a coin to find the total value of a set of coins. ● Students should be able to count sets of coins, start with coin that has the greatest value.	● When counting money it is easier to start with the greatest value. ● Each coin has a specific name and attributes that must be recognized. ● Cent and dollar symbols are used when writing money values.

Topics

Envision Topic 11	

Language of Instruction

cent coin dime nickel penny quarter value

State Assessment Connections	National Assessment Connections

Resources

Penny Bubble Map
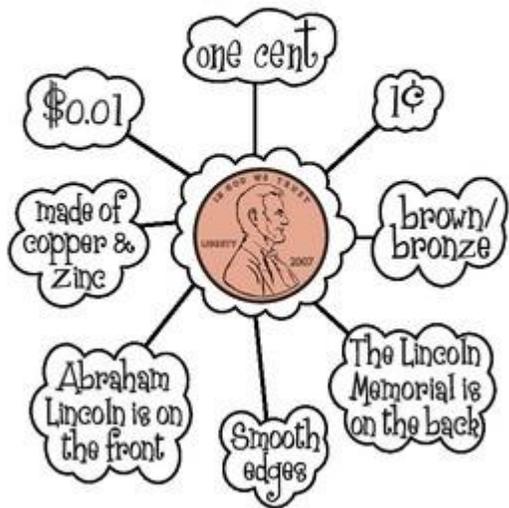
https://www.youtube.com/watch?v=3ARNgyQ0CuY
Brainpop jr.

Counting Coins

Add the value of the coins in each coin purse.
Write the total amount below each purse.

_____ ¢   _____ ¢

_____ ¢   _____ ¢