

Just In Time Quick Check
Standard of Learning (SOL) K.7

Strand: Measurement and Geometry

Standard of Learning (SOL) K.7

The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.

Grade Level Skills:

- Describe the attributes (e.g., color, relative size) of a penny, nickel, dime, and quarter.
- Identify a penny, nickel, dime, and quarter.
- Identify the number of pennies equivalent to a nickel, a dime, and a quarter (i.e., a nickel has the same value as five pennies).

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [K.7 - Coins and Socks](#) (Word) / [PDF Version](#)
 - [K.7 - Coin Values](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Kindergarten ([Word](#)) | ([PDF](#))
 - Penny
 - Nickel
 - Dime
 - Quarter
 - nickel = 5 pennies
 - dime = 10 pennies
 - quarter = 25 pennies

Supporting and Prerequisite SOL: [K.1a](#)

SOL K.7 - Just in Time Quick Check – Student Interview

Materials needed: *Collection of real coins (pennies, nickels, dimes and quarters).*

1. Can you sort these coins by color for me? Explain how you sorted these.

Student response:

2. Can you sort these coins by size for me? Explain how you sorted these.

Student response:

3. Can you name the different coins that we have in our collection?

Student response:

Materials needed: one nickel, one dime and one quarter and a set of 30 pennies

4. Can you show me the nickel? OK, now can you count the number of pennies that are equivalent or equal to the value of a nickel? Repeat for dime and quarter.

SOL K.7 - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

Materials needed: Collection of real coins (pennies, nickels, dimes and quarters). These questions should be asked of students in an interview setting.

1. Can you sort these coins by color for me? Explain how you sorted these.

Students may sort coins by size or type of coin and need to be reminded to sort only by color. Students who are unable to sort coins by color may need additional experiences exploring and describing the coins by color, a review of colors, and/or how other items (i.e., blocks) can be sorted by colors.

2. Can you sort these coins by size for me? Explain how you sorted these.

Some students may make errors when sorting the coins by size. They may think that the penny and the dime are the same size or that the nickel and the quarter are the same size. While these coins are very close in size, they do vary slightly in size. Students who only sort the coins into two categories of size would benefit from further opportunities to explore specific characteristics of each coin (i.e., texture of outside edge of coin). It may also be beneficial for students to only compare two coins at a time determining which is larger in size: a nickel or a quarter, a penny or a dime.

3. Can you name the different coins that we have in our collection?

Some students may confuse the nickel and quarter as they appear similar in size. These students may need more opportunities to explore the various characteristics of each coin (i.e., the face of the coin or the edge of the coin) to determine the difference. If students are unable to name each coin or confuse the coins, additional practice matching the name of the coin to a picture of the coin would be beneficial. Refer to the VDOE Word Wall Vocabulary cards containing graphics which could be used for this review.

Materials needed: one nickel, one dime and one quarter and a set of 30 pennies

4. Can you show me the nickel? OK, now can you count the number of pennies that are equivalent or equal to the value of a nickel? Repeat for dime and quarter.

Some students may confuse the value of the dime and nickel, thinking that the dime is worth less than the nickel due to its size. If students struggle with counting pennies equal to each coin, provide them with a counting tool (for example a number chart, number path, or ten frames) they can use to show one-to-one correspondence for the correct value of each coin. Students need time and lots of experience with coins. It is important to utilize real coins to the extent possible.