

**Just In Time Quick Check**  
**Standard of Learning (SOL) 1.8**

**Strand: Measurement and Geometry**

**Standard of Learning (SOL) 1.8**

*The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.*

**Grade Level Skills:**

- Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less.
- Group a collection of pennies by fives and tens as a way to determine the value. The total value of the collection is 100 cents or less.
- Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less.
- Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less.

**Just in Time Quick Check**

**Just in Time Quick Check Teacher Notes**

**Supporting Resources:**

- VDOE Mathematics Instructional Plans (MIPS)
  - [1.8 - Counting Coin Collections](#) (Word) / [PDF Version](#)
  - [2.7ab - Race to a Dollar or Two!](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards - Grade 1 ([Word](#)) | ([PDF](#))
  - Penny, nickel
  - Nickel = five pennies
  - dime, dime = ten pennies

**Supporting and Prerequisite SOL:** [1.1d](#), [1.13](#), [K.1a](#), [K.7](#)

## **SOL 1.8 - Just in Time Quick Check: Student Interview**

1. Provide students with a collection of 100 pennies. Ask students to count the pennies. How much money do you have?

Record student response:

2. Provide students with a collection of 45 pennies. Ask students to group the pennies by groups of 5. Have students count the groups of pennies to determine the total amount. How much money do you have?

Record student response:

3. Provide students with a collection of 70 pennies. Ask students to group the pennies by groups of 10. Have students count the groups of pennies to determine the total amount. How much money do you have?

Record student response:

4. Provide students with a collection of 12 nickels. Have students count the coins to determine the total amount. How much money do you have?

Record student response:

5. Provide students with a collection of 8 dimes. Have students count the coins to determine the total amount. How much money do you have?

Record student response:

## SOL 1.8 - Just in Time Quick Check Teacher Notes

### Common Errors/Misconceptions and their Possible Indications

1. Provide students with a collection of 100 pennies. Ask students to count the pennies. How much money do you have?

*Students that have difficulty counting pennies may need more practice with one to one correspondence. If they are unable to count to 100, provide opportunities for students to utilize a 100 chart when counting pennies. This can be used to support counting by ones and encourages them to slow down as they attempt to keep track. At this level, some students have difficulty understanding that the last number stated represents the value of the collection of coins being counted. Continued practice with counting coins and stating the total after counting is necessary as students learn to count coins.*

2. Provide students with a collection of 45 pennies. Ask students to group the pennies by groups of 5. Have students count the groups of pennies to determine the total amount. How much money do you have?

*Students should make groups of 5 pennies, then count the groups by fives to determine the total value of the collection of pennies. Some students may group the pennies but count the groups as one, stating there number of groups versus the number of pennies. If this is the case, remind them to count the groups by fives. Some students may have difficulty skip counting by fives and will need additional opportunities to count concrete objects (such as pennies). This additional practice will provide greater opportunity for the students to understand the patterns used and begin to recognize that counting by fives is a more efficient way of counting large quantities (SOL 1.1d).*

3. Provide students with a collection of 70 pennies. Ask students to group the pennies by groups of 10. Have students count the groups of pennies to determine the total amount. How much money do you have?

*Students should make groups containing 10 pennies each, then count the groups by tens to determine the total value of the collection of pennies. Some students may have difficulty counting by tens, they will need additional practice counting objects by tens to understand the patterns used and counting by tens is a more efficient way of counting large quantities (SOL 1.2a). Blank ten frames are helpful to students who struggle to keep track as they make groups of ten.*

4. Provide students with a collection of 12 nickels. Have students count the coins to determine the total amount. How much money do you have?

*Some students may not recall the value of a nickel and may count the nickel as one. These students will need additional opportunities to work with coins to identify the coins and their values. Playing a modified version of the game [Race to a Dollar](#) which will be helpful as students practice recognizing the value of different coins and practice counting by fives.*

*If students are having difficulty counting by fives, they will need additional opportunities to practice counting by fives using concrete materials (hands, number of sides on a pentagon, etc.). Students need opportunities to count by fives in order to recognize that counting by fives is a more efficient way of counting large quantities (SOL 1.1d). Some students may benefit from using five frames or a 100 chart) to place a nickel on each number) when counting by fives to better understand the number pattern created when counting nickels.*

5. Provide students with a collection of 8 dimes. Have students count the coins to determine the total amount. How much money do you have?

*Some students may not recall the value of a dime and will need additional opportunities to explore the coins and to develop an understanding of their values. Games such as [Race to a Dollar](#) are helpful in building this understanding.*

*If students are having difficulty counting by tens, they will need additional practice to understand the patterns used. Counting around the room is an activity that can help to develop this skill. Students are able to count by how many fingers (10) they have. Students begin to recognize counting by tens is a more efficient way of counting large quantities (SOL 1.1d) than counting by ones, or even fives. Some students may benefit from using 100 chart to place a dime on each number when counting by tens to better understand the number pattern created when counting dimes.*