| **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.** |
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| Understanding the Standard  | Essential Knowledge and Skills |
| * Many experiences with coins help students develop an understanding of money, such as
* drawing pennies to show the value of a given coin (e.g., nickel, dime, or quarter);
* playing store and purchasing classroom objects, using play money (pennies);
* using skip counting to count a collection of like coins;
* representing the value of coins using a variety of organizers, such as five/ten frames or hundreds charts, pictures; and
* trading the equivalent value of pennies for a nickel, a dime, and a quarter, using play money.
* Counting coins is an application of unitizing.
* Unitizing is the concept that a group of objects can be counted as one unit (e.g., 10 pennies can be counted as 1 dime.)
* Counting money helps students gain an awareness of consumer skills and the use of money in everyday life.
* A variety of classroom experiences in which students manipulate physical models of money and count forward to determine the value of a collection of coins are important activities to develop competence with counting money.
* The last number stated represents the value of a collection of coins being counted.
 | The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to* 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.
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