| **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. |



VDOE 2016 Mathematics Standards of Learning Curriculum Framework 2016: Grade One, p. 17