

Name _____

Skip-Counting and Money

Counting Pennies

You need

- pennies



Put a handful of pennies on your desk.

STEP 1 Guessing How Many

Do you have more or less than 10 pennies? _____

About how many pennies do you have?

about _____ pennies

STEP 2 Counting the Pennies

Count the pennies by ones.

How many pennies do you have?

_____ pennies

Was your guess close? _____

STEP 3 Counting Another Way

Tell another way to count the pennies.

Which way do you like better? Why?





School-Home Connection

Dear Family,

Today we started Chapter 3 of *Think Math!* In this chapter, I will find the value of collections of pennies and nickels and make amounts of money in different ways. I will also practice skip-counting. There are NOTES on the *Lesson Activity Book* pages to explain what I am learning every day.

Here are some activities for us to do together at home. These activities will help me understand money and learn strategies for counting coins.

Love,

Family Fun

Trading Game

Work with your child to practice trading 5 pennies for 1 nickel.

- Gather 40 pennies, 8 nickels, and a number cube.
- Players take turns tossing the number cube and taking that number of pennies.
- When a player has 5 pennies, he or she must trade the pennies for 1 nickel.



- Players find the value of the coins after each turn. Values can be recorded in a table.

Turn	Player 1	Player 2
1	4¢	6¢
2	7¢	8¢

- The first player to collect 20¢ wins.

Ways to Pay

Work with your child to practice making amounts using pennies and nickels.

- Use self-stick notes or pieces of paper to make price tags. Write a price less than 25¢ on each tag. Put the tags on small items such as pencils, fruit, and snacks.
- Have your child select one of the items to “buy.” Give your child 5 nickels and 20 pennies. Ask your child to choose coins to pay for the item.
- Challenge your child to show another way to pay for the item using a different combination of coins.
- Repeat the activity with different items and different prices.



Introducing the Penny

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

What is the value?

1.

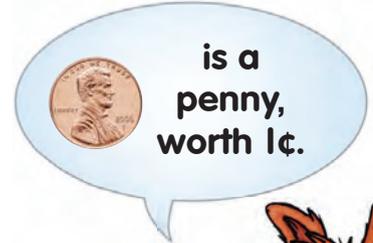


4 ¢

2.



_____ ¢



3.



_____ ¢

4.



_____ ¢

5. Draw **P** to make your own.



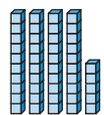
_____ ¢



NOTE: Your child is learning to identify pennies and to find the value of collections of pennies. You may wish to give your child sets of pennies to find the value of.



XLV forty-five



45

Write how much in the table.

6.



7.



8.



9.



How Much?

6.	_____ ¢
7.	_____ ¢
8.	_____ ¢
9.	_____ ¢



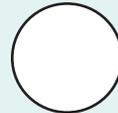
10. Look at the pennies above. What pattern do you see?

Challenge

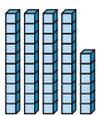
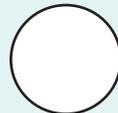
Write $<$, $=$, or $>$.

$2 < 3$	$2 = 2$	$2 > 1$
---------	---------	---------

11.



12.



Counting with Groups

NCTM Standards 1, 2, 6, 7, 8, 9, 10



Look for an easy way to count.

How many beads are green?

1.

2.

3.

4.

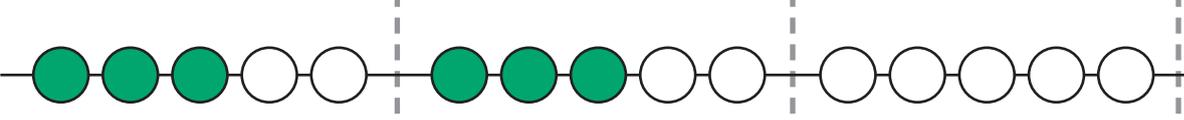
5.

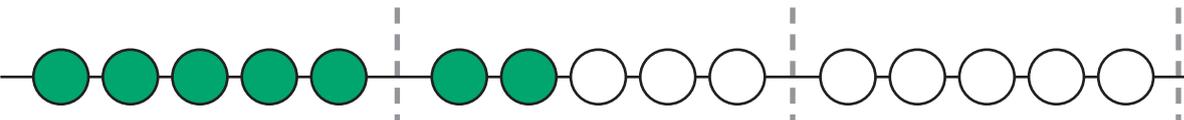
6.

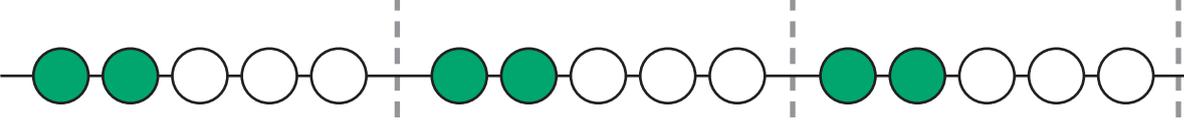
7. Explain how you counted the beads in Problem 6.

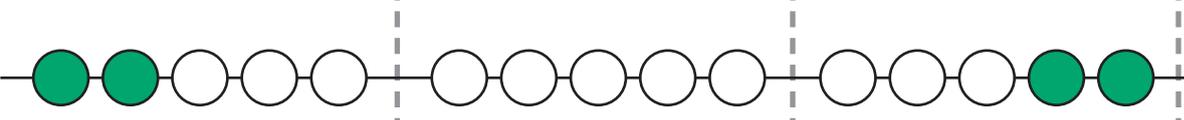
NOTE: Your child counts sets of objects in different ways and colors objects to match a given number. Ask your child to make piles of small objects to match a given number.

Color more beads to show the number.

8.  9

9.  10

10.  12

11.  8

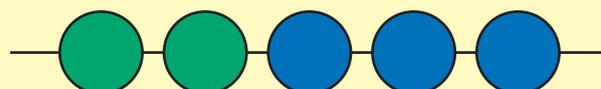
12. Make your own.

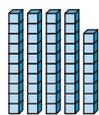




Problem Solving

13. Delia makes a necklace.
 She uses 2 green beads then
 3 blue beads.
 She repeats the pattern 3 times.
 How many beads will she use?
 Explain.





Write how much in the table.

5.



6.



7.



8.



9.



10.



How Much?

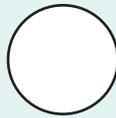
5.	<u>6</u> ¢
6.	<u> </u> ¢
7.	<u> </u> ¢
8.	<u> </u> ¢
9.	<u> </u> ¢
10.	<u> </u> ¢

Challenge

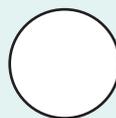
Write $<$, $=$, or $>$.

$2 < 3$ $2 = 2$ $2 > 1$

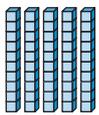
11.



12.



50



fifty

L



10



Counting Money

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

How many coins are there?
What is the value?

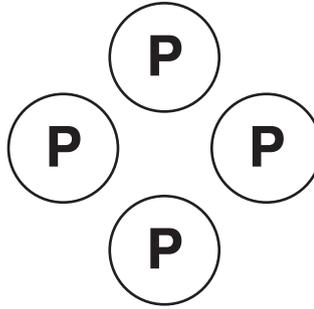
P is a penny, worth 1¢. **N** is a nickel, worth 5¢.

1.



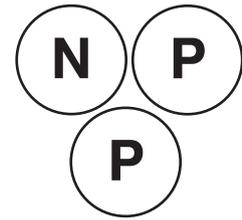
_____ coin
_____ ¢

2.



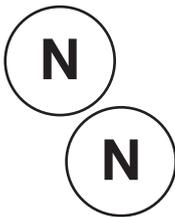
_____ coins
_____ ¢

3.



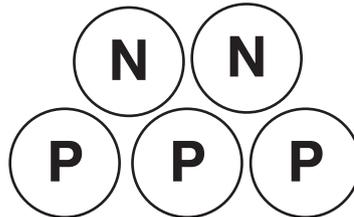
_____ coins
_____ ¢

4.



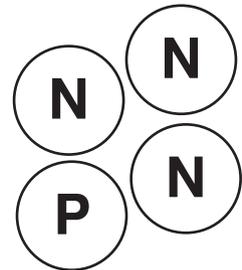
_____ coins
_____ ¢

5.



_____ coins
_____ ¢

6.



_____ coins
_____ ¢

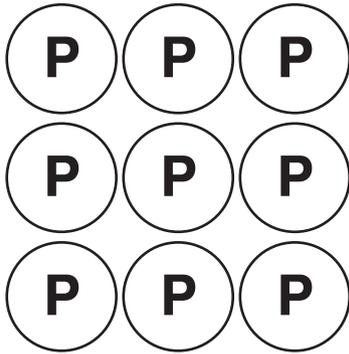


NOTE: Your child is learning how to find the value of collections of nickels and pennies. If you like, have your child use coins to show different amounts to 10¢.

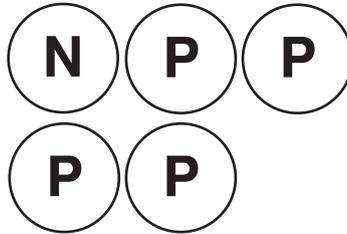
Write how much in the table.

P is a penny, worth 1¢. **N** is a nickel, worth 5¢.

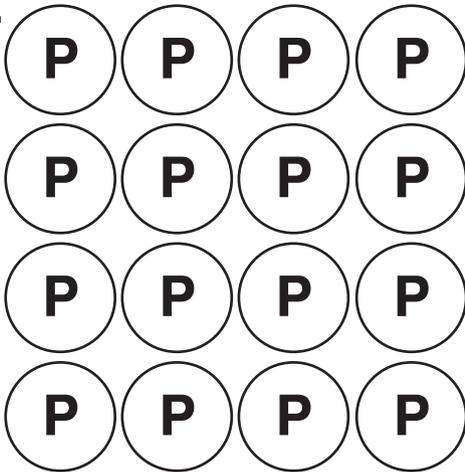
7.



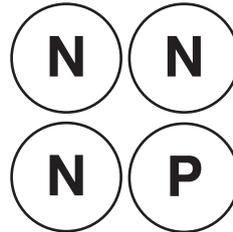
8.



9.



10.



	How Much?
7.	_____ ¢
8.	_____ ¢
9.	_____ ¢
10.	_____ ¢

II. Draw your own. Show 2 different ways to make the same amount.



Problem Solving

12. I have 18¢. I have some pennies and nickels. What coins could I have?

Making Amounts in Different Ways

NCTM Standards 1, 2, 4, 6, 7, 8, 10

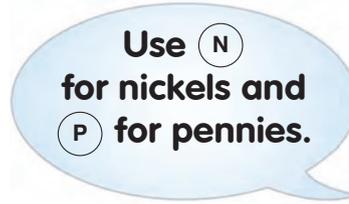
Draw ways to make 10¢.

1.

2.

3.

-  4. Did you show all of the ways to make 10¢?
Explain how you know.



NOTE: Your child is learning that there are different ways to make the same amount of money. If you like, ask your child to show different ways to make an amount using nickels and pennies.

Color to show the amount.



is a nickel, worth 5¢.



is a penny, worth 1¢.

5.



8¢

6.



15¢

7.



19¢

Problem Solving

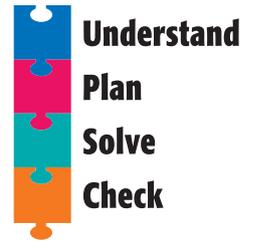
8. Use only nickels and pennies.
How many different ways can
you show 12¢? Show each way.

_____ ways

Problem Solving Strategy

Act It Out

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10



1. William and Jenny have these coins.

William



Jenny



How much money do they have together?

_____¢

2. Kyle had 2 pennies.
Carlos gave him a nickel.
Tina gave him 4 pennies.
How much money does he have now?

_____¢

3. Mary had 14 cents.
She bought some gum for a nickel.
How much money does she have left?

_____¢



NOTE: Your child is exploring different ways to solve problems. Acting out a problem can help children understand what is happening in a problem.



Problem Solving Test Prep

1. Jason found 4 pennies.
Now he has 6 pennies.
How many did he start with?
- (A) 2 pennies (C) 6 pennies
(B) 4 pennies (D) 10 pennies

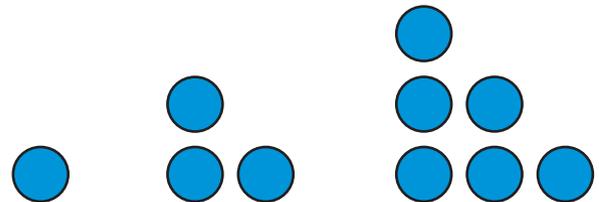
2. Which number comes between 10 and 15?
- (A) 9 (C) 13
(B) 10 (D) 16

Show What You Know

3. Kira has a soccer game at 4:00. The book club meets at 3:00. She will eat dinner with her family at 6:00.
Which activity will Kira do first?

Explain.

4. Cameron made a pattern.



Draw what comes next.

Describe the pattern.

Chapter 3

Review/Assessment

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

What is the value? Lessons 1, 3, 4

1.



_____ ¢

2.



_____ ¢

3.



_____ ¢

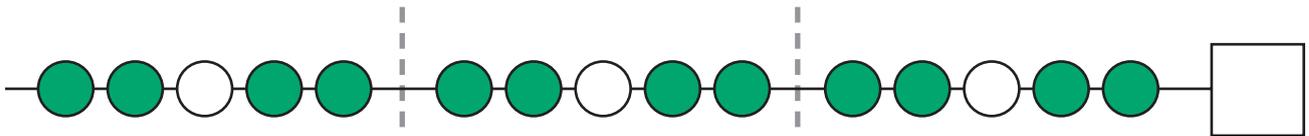
4.



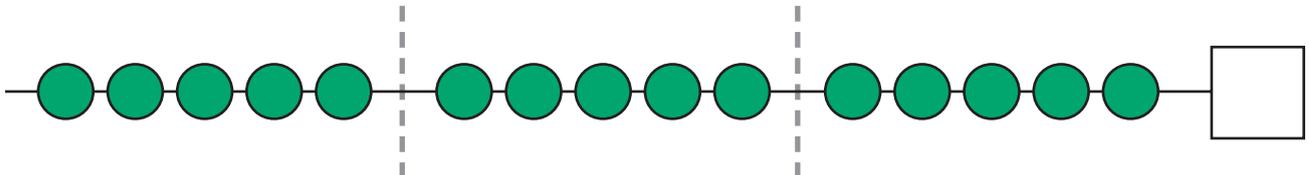
_____ ¢

How many beads are green? Lesson 2

5.



6.



What is the total value? Lesson 3

7.



8.



Color to show 11¢ two ways. Lesson 5

9.



10.



Problem Solving Lesson 6

11. Billy has 3 nickels and 4 pennies.
 Anita has 2 nickels and 8 pennies.
 Who has more money?
