First Grade Money Standard

Money is not taught in First Grade Investigations. But money is part of Utah Common Core Standards and is also part of the Davis Essential Skills and Knowledge Standards (DESK standards).

Standard

- 1.MD.5 Identify the values of pennies, nickels, dimes, and quarters and know their comparative values. (For example, a dime is of greater value than a nickel.) Use appropriate notation to designate a coin's value. (For example, 5¢.)

Concepts and Skills to Master

- Recognize names and identify values of pennies, nickels, dimes, and quarters
- Compare values of coins
- Use the cents symbol to write the value of a penny, a nickel, a dime, and a quarter.

Related Standards

- K.CC.7. Compare two numbers between 1 and 10 presented as written numerals using "greater than", "less than", or "equal to".
- 1.NBT.3. Compare numbers using the symbols <, =, and >.
- 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
- The context of money will be used when working on operations in all future grade levels.

Suggested Instruction Pathway

1. Introduce Coins. This includes what the coin looks like (characteristics), its value (written in cents), the different sides (heads, tails), etc.
    a. Each coin should be introduced separately and discussed, possibly on different days.
        i. After a coin is introduced, bring it into the class routines.
        ii. Some types of questions to ask
            1. What coin is this?
            2. What is the value of the coin?
            3. What is the other side of the coin?
    b. As new coins are introduced, include the previous discussed coins into the discussion and comparison of the new coins.
        i. Some types of questions to ask
            1. How do you know this is a [type of coin]?
            2. Why isn't this a [quarter (when pointing to a nickel)]?
    c. Some ways to introduce the coins
        i. Books: an option for each coin is listed in the table below with the accompanying YouTube video link.
        ii. Pictures of coins, including the different variations on the backs of the coins
        iii. Physical coins that students can touch and see

Coin	Book	Youtube Video
Penny	Pennies by Mary Hill	https://www.youtube.com/watch?v=7fH8aVlylNk
Nickel	Nickels by Mary Hill	https://www.youtube.com/watch?v=mfaUBL4dL9E
Dimes	Dimes by Mary Hill	https://www.youtube.com/watch?v=8NOdEPZlWtQ
Quarter	Quarters by Mary Hill	https://www.youtube.com/watch?v=7fthXHITAEU

   d. It is important to have students share what they know as they learn and to determine what they already know.
      i. Some types of questions to ask
         1. What do you know about money?
         2. What do you know about [specific coin]?
2. Bring notices into routines
   a. Show pictures
   b. Calendar
      i. Example: doing a coin of the day and asking students to identify what it is?, what its value is?, and/or what the other side would look like?.
      ii. Example: Giving a coin and asking them to draw from a "matching" bank the other side and its value.
   c. Games (these will be discussed below).
   d. Questions: The same questions that you would ask in the introduction can be asked as part of the routines (See 1aii, 1bi, 1di)
3. Comparing Values of Coins
   a. It is important not to do any arithmetic with the coins. That is not required in First Grade. First Grade is about the *vocabulary* of coins, i.e. what they are, their value, and which is more.
   b. Students have been exposed to the idea of more and less in Kindergarten, this will extend to the coins here.
   c. Some options
      i. Show two coins and ask, "What are these?", "What are they worth?", "Which is more?", or "Which is greater?". Then write an inequality [example: a quarter and dime are shown. The students identify a quarter as 25¢ and a dime as 10¢. The students identify the quarter as more than a dime. The inequality is quarter > dime and 25¢ > 10¢.].
         1. It is possible the two coins could have the same value, in that case the students would need to say there are equal. Leaving the question to "which is more" is still appropriate.
         2. Showing the coins with the different representations, i.e. the back of a dime and the front of a nickel.
      ii. Show two or more coins and have the students put them in order from least to greatest (or greatest to least).
   d. Questions
      i. Any of the questions from the "identify" portion could be used during the comparison process (see section 1aii, 1bi, 1di)

4. Games.
    a. When implementing the games, the students need to be led in how to play, which can be done whole group. Games are designed for two players or teams. After the implementation, students can then play in small group, in pairs, or whole class. Small pieces of the game could be part of the calendar routine, there are many possibilities.
    b. The games fall into two categories
        i. Identification games
        ii. Comparison games
    c. The games are modelled after other games in Investigations and can all be played with the same cards, if cards are needed. All games use the same cards set.
    d. Five games
        i. (Identification) What Am I Hiding? (Adapted from How Many Am I Hiding?).
            1. Show a penny, nickel, dime, and quarter. Cover some of the coins. Ask "What is missing?", "How do you know?".
        ii. (Identification) Guess My Coin (Adapted from Guess My Number).
            1. Give characteristics of a coin. Have students identify what the coin is.
            2. Options: Give one characteristic, have the students guess what it could be and record. Give a second characteristic, have the students determine which options they originally guessed are still correct and which are eliminated. Continue until coin is correctly guessed. Then have students list other characteristics that could have bee given.
        iii. (Comparison) Double Compare Coins (Adapted from Double Compare Dots)
            1. Have coin cards.
            2. Each player draws a card. Whichever player's card has the higher value says "Me" and drags all the cards from the round. If the coins have the same value, each player draws a card and places it on top of their previous card. The highest value gets all the cards. The game is over when cards run out. The player with the most cards wins.
            3. Variation: play for lesser value.
        iv. Ordering
            1. Coin Cards
            2. Draw 4 cards and order them from least to greatest. What happens when a coin is represented twice in the stack? As a class determine how that would look.
        v. Coins Go Fish (Adapted from Go Fish).
            1. Coin Cards
            2. Each player is dealt 5 cards and the rest are placed in a pile face down. The first player asks if the other has a [list a coin or characteristic], the other player hands over the appropriate card, if they have it—making a match. If the other player does not have a match, they say "Go Fish". The first player draws a card. If a match is made, they place it in their "match" section.