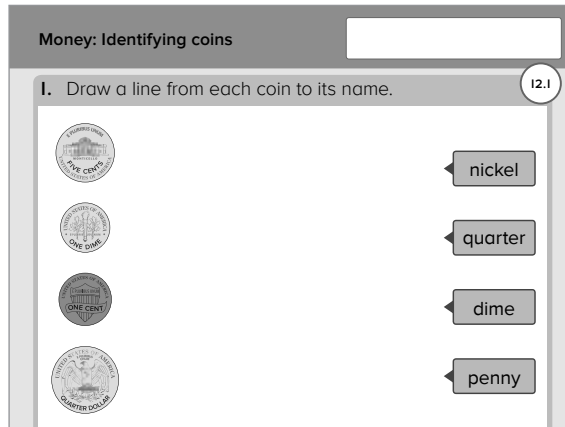


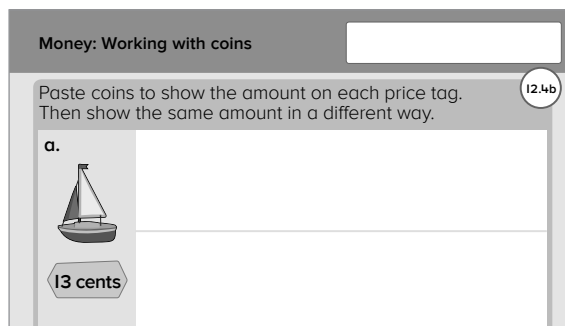
Core Focus

- Money: Identifying and working with coins
 - Patterns: Continuing repeating patterns and identifying missing elements
- Students become acquainted with the penny, nickel, dime, and quarter. They are encouraged to describe what they notice about the coins, including their sizes and features, and to recognize the written name associated with each coin.



In this lesson, students match each coin to its name.

- Students need repeated experiences counting and using coins to solidify their understanding of the value of coins.
- Students practice using real coins to count and match money values, which supports concepts and skills to be developed in Grade 1.



In this lesson, students draw coins to match the money value of the item.

Ideas for Home

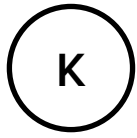
- Use a blank cube and write coin names on it. Have your child roll the cube and match a real coin to the coin name shown on the cube.
- With your child, make matching card pairs using pictures of coins and names of coins (e.g. a picture of a dime and the word *dime*). Play Memory or Go Fish.
- Running a pretend store is a fun way to practice with money. Label items in your house with coin amounts and give your child several coins to pay for the items. Help your child match the coin with the money value or count out enough coins to pay for items using pennies and nickels.
- Ask your child to use dimes and pennies to show amounts up to 20 cents in a variety of ways.
- Your child can practice counting on using dimes and pennies. For example, say, “10 (point to a dime), 11, 12, 13, 14” (pointing to four pennies). Have them describe the total: “One dime and four pennies is 14 cents.”

Helpful videos

View these short one-minute videos to see these ideas in action.

www.bit.ly/OI_21

www.bit.ly/OI_31




Patterns

- Students describe in their own words what they see and what will happen when extending a pattern.
- By predicting what happens with patterns, students learn to identify and develop a pattern rule.

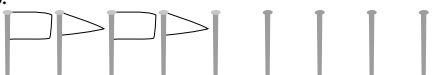
Patterns: Continuing repeating patterns

Keep the patterns going.
Then draw your own pattern that repeats.

a.



b.




In this lesson, students describe what is happening in a pattern (for example, a button with four holes followed by a button with two holes), and then draw the next images to continue the pattern.

- Students use their own words to describe the missing element of a pattern.


Patterns: Identifying missing elements

Talk about the pattern. Draw the missing parts.

a.



b.



In this lesson, students identify the missing element.

Ideas for Home

- Help your child identify and describe patterns they see all around them, like stripes on clothes.
- Patterns can also be made up of sounds and movements. Take turns with your child to make repeating patterns by clapping, snapping fingers, stomping feet, or touching toes.
- Build simple patterns with your child at home using everyday objects such as buttons, spoons, socks, and toys. Once you have repeated the pattern at least three times (white sock, pink sock, white sock, pink sock, white sock, pink sock), ask your child to keep the pattern going.