

# Counting Money

## Review What You Know

Write a number sentence to answer the question.

- Benji and Trina went on a nature walk. Trina counted 10 oak trees. Benji counted 7 more oak trees. How many oak trees did they see?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

- How many ducks are there? Count by 5s.



5, \_\_\_\_\_



## Home-School Connection

Dear Family,

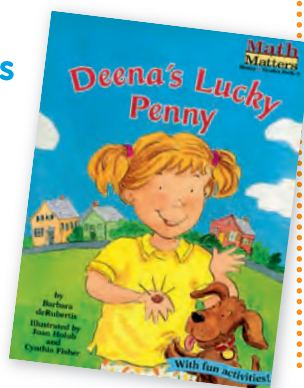
Today my class started Topic 18, **Counting Money**. I will learn how much a penny, a nickel, a dime, a quarter, and a half dollar are worth. I will count by 1s, 5s, and 10s to find the value of a group of coins. Here are some of the new math words I will be learning and some things we can do to help me with my math.

Love,

### Book to Read

Reading math stories reinforces concepts. Look for this title in your local library:

**Deena's Lucky Penny**  
by Barbara deRubertis  
(Kane Press, 1999)

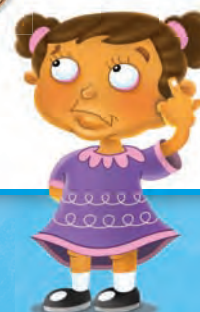


### Home Activity

Practice recognizing coins with your child. Lay out some coins and ask him or her to identify them by name (penny, quarter, etc.) and their value.



One penny is 1 cent.



## My New Math Words

nickel



5 cents  
5¢

dime



10 cents  
10¢

quarter



25 cents  
25¢



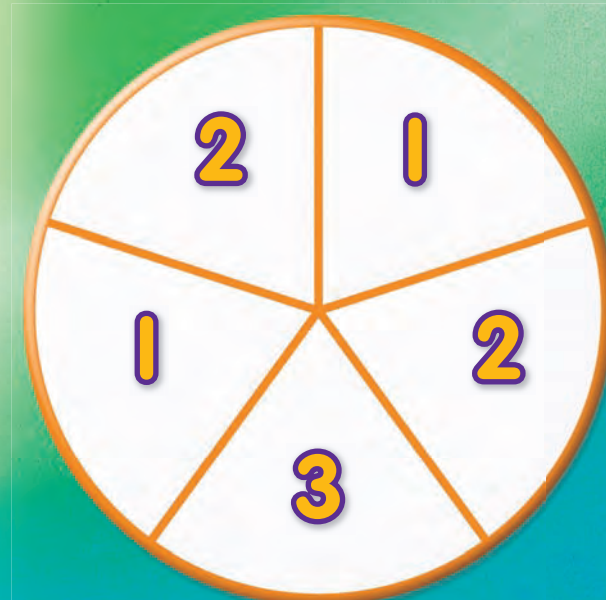
# Saving Money

**Number of players: 2**

## How to Play

1. Put the pennies on the piggy bank. Put your game marker on START.
2. Take turns. Spin the spinner. Move your marker that many spaces.
3. Take one penny.
4. Play until you reach FINISH. Then count your pennies.

**Bank**



**Start!**

## What You Need

- play pennies
- 2 game markers
- 1 paper clip
- 1 pencil

**Finish!**



Name \_\_\_\_\_



# Values of Penny and Nickel



Item

Coins

1.

Item

Coins


2.




**Home Connection** Your child learned to identify and count pennies and nickels. Then he or she used pennies and nickels to make different amounts of money.


**Home Activity** Label small household items with prices from 1¢ through 25¢. Provide nickels and pennies for your child to use to buy the items.

**NS 1.5** Identify and know the value of coins and show different combinations of coins that equal the same value.




**penny**  
1 cent  
1¢







**nickel**  
5 cents  
5¢



You can make 5¢ with  
1 nickel or with 5 pennies.




5¢




5¢

Count nickels by 5s.  
Count pennies by 1s.



5¢ 10¢ 15¢ 20¢ 25¢

The **value** of the coins is 13¢.



### Guided Practice

Circle the coins that you could use to buy each item.

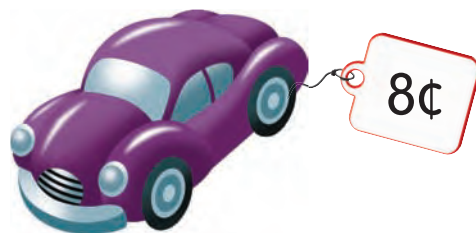
1.



2.



3.



**Do you understand?** Would you rather have 3 pennies or 1 penny and 1 nickel? Why?

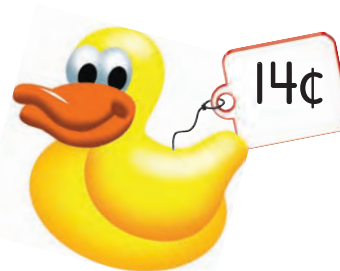
### Independent Practice

Circle the coins that you could use to buy each item.

4.



5.



6.



### Number Sense

7. 1 nickel has the same value as \_\_\_\_\_ pennies.

### Word Bank

penny      nickel  
cent (¢)      value



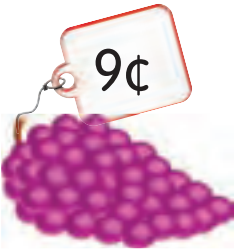
## Problem Solving

Use coins to solve.

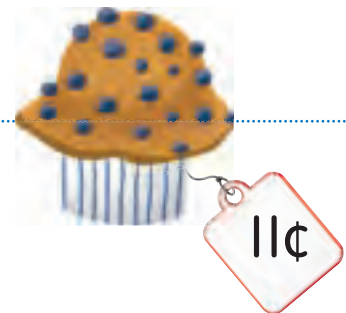
8. Don wants to buy an apple for 15¢. Circle the coins that Don could use.



9. Angie needed all of these coins to buy a snack. Which snack did Angie buy?



10. **Journal** A muffin costs 11¢. Draw the coins you could use to buy it.





Name \_\_\_\_\_



# Values of Penny, Nickel, and Dime

1.



\_\_\_\_\_¢

2.

\_\_\_\_\_¢

3.



\_\_\_\_\_¢

4.

\_\_\_\_\_¢



**Home Connection** Your child learned about the values of dimes, nickels, and pennies.

**Home Activity** Provide dimes, nickels, and pennies for your child to count. Ask him or her to show you various amounts, such as 23¢, 37¢, or 48¢.

**NS 1.5** Identify and know the value of coins and show different combinations of coins that equal the same value.





dime

10 cents  
10¢

Count by 10s to count dimes.



You can also use pennies to make 10¢.



10¢



10¢

Ten pennies have the same value as one dime.



You can also use nickels to make 10¢.



10¢

10¢

Two nickels have the same value as one dime.



You can also use 1 nickel and 5 pennies to make 10¢.



5¢ 6¢ 7¢ 8¢ 9¢ 10¢

### Guided Practice

Circle the coins that you could use to buy each item.

1.



10¢



2.



40¢



3.



30¢



**Do you understand?** Is a bigger coin always worth more than a smaller coin? Explain.

### Independent Practice

Circle the coins that you could use to buy each item.

4.



31¢



5.



36¢



6.



18¢



**Reasoning** Solve the problem.

7. Eric has 10¢.

What coins could he have?

Word Bank  
dime



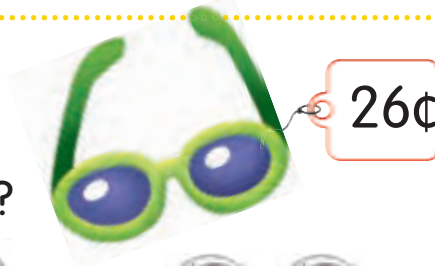
## Problem Solving


Use coins to solve.

8. Jorge wants to buy a truck. It costs 37¢. Circle the coins Jorge can use to buy the truck.



9. Maria has 26¢ to buy new sunglasses. What coins does she have?



10.  **Journal** Use dimes, nickels, and pennies. Write two different ways to show 43¢.

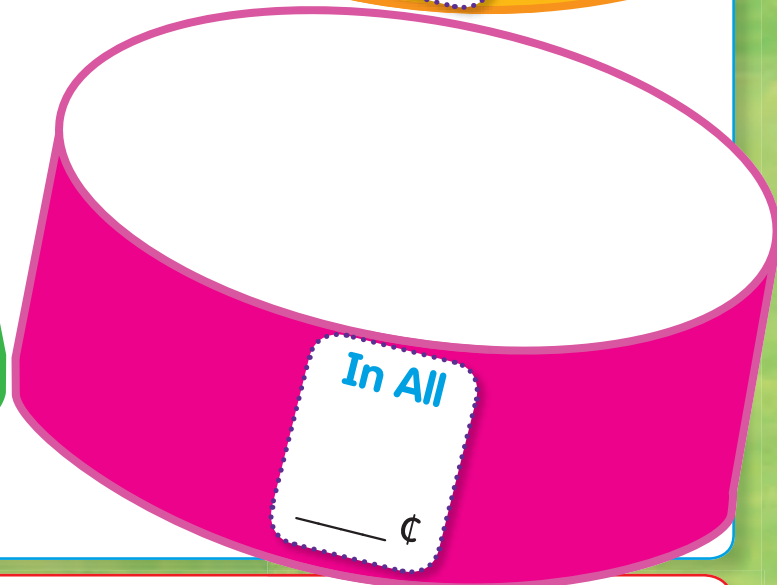
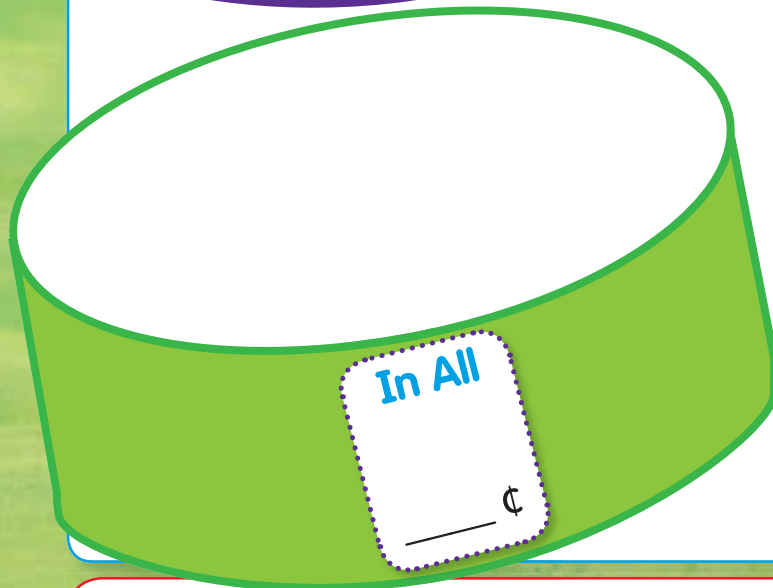
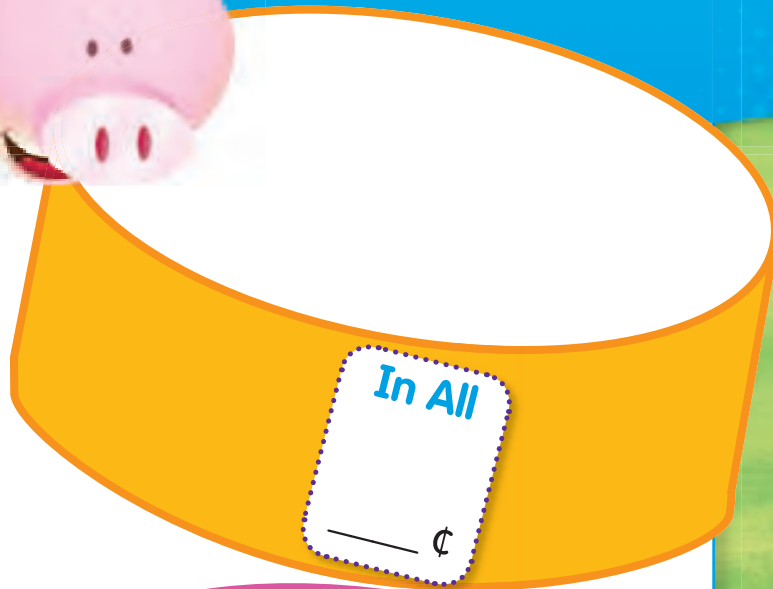
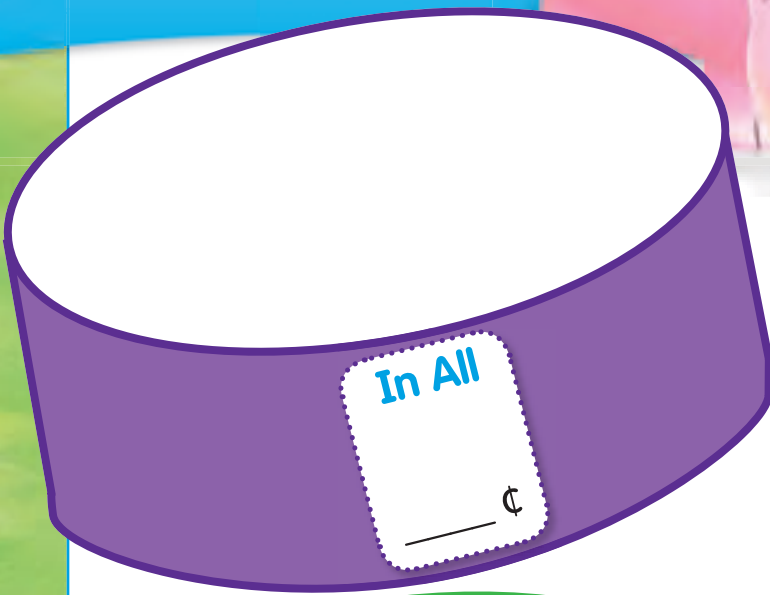


Name \_\_\_\_\_



# Counting Dimes, Nickels, and Pennies

Count to find the value of all the coins.



**Home Connection** Your child practiced recording sets of pennies, nickels, and dimes and then recorded the total value of the coins.

**Home Activity** Ask your child to hold some coins in his or her hand without showing them. Ask your child to tell you how much money and how many coins there are. Guess the coins.

**NS 5.1** **Grade 2** Solve problems using combinations of coins and bills.



You can count to find how much money there is.



Start by counting the coins with the greatest value.


10¢  
  
Count dimes


5¢  
  
then nickels


1¢  
  
then pennies.





Count by 10s, 5s, and 1s to find the value.


  
10 ¢


  
20 ¢

  
25 ¢

  
30 ¢

  
35 ¢







  
36 ¢







  
37 ¢







In All  
37 ¢

Guided Practice

Count. Then write how much money in all.

1.   
10 ¢ 20 ¢ 25 ¢ 30 ¢ 35 ¢ 36 ¢ In All 36 ¢






2.   
\_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ In All \_\_\_\_ ¢








3.   
\_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ \_\_\_\_ ¢ In All \_\_\_\_ ¢







Do you understand? Would the coins in Exercise 3 be worth the same amount if you started counting with the penny? Explain.

Independent Practice

Count. Then write how much money in all.

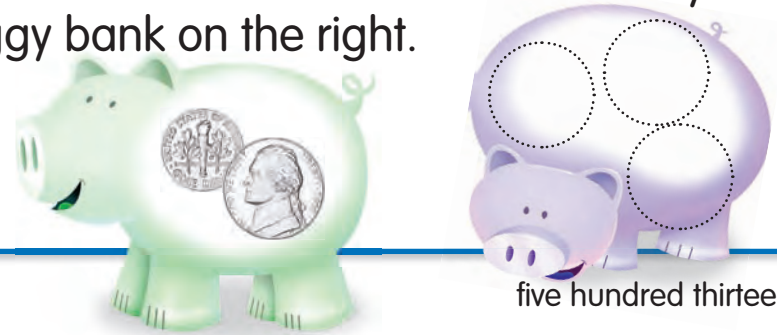
4.   
\_\_\_\_ ¢ In All \_\_\_\_ ¢

5.   
\_\_\_\_ ¢ In All \_\_\_\_ ¢

6.   
\_\_\_\_ ¢ In All \_\_\_\_ ¢

Algebra The piggy banks have the same amount of money. Label the coins in the piggy bank on the right.

7.





## Problem Solving

Solve the problems below.

8. There are 4 coins in Tina's pocket. She has at least one dime and at least one nickel.


What is the least amount of money Tina could have?  
Draw the coins in Tina's pocket.



\_\_\_\_\_ ¢

9. There are 5 coins in Tom's pocket. He has 1 dime. Which of these pockets shows the least amount of money Tom could have?



10.  **Journal** Draw something you might buy at a store for 55¢.  
Draw the coins you could use to buy it.

Name \_\_\_\_\_



# Value of Quarter

1.

2.

3.

4.



**Home Connection** Your child learned about the value of a quarter and used pennies, nickels, and dimes to make 25¢.

**Home Activity** Ask your child to show different groups of coins that equal 25¢.

**NS 1.5** Identify and know the value of coins and show different combinations of coins that equal the same value.





**quarter**  
25 cents  
25¢



You can also make 25¢ with 25 pennies.



You can also make 25¢ with 5 nickels.



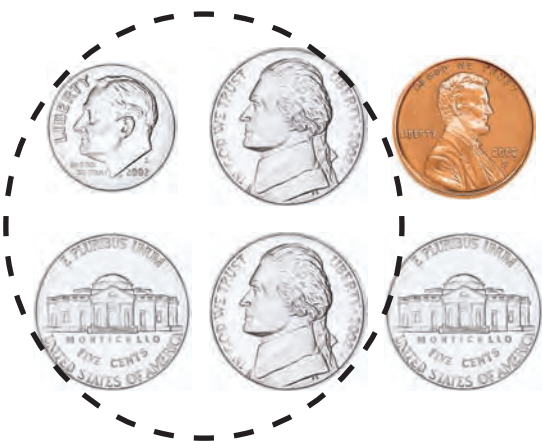
You can also make 25¢ with 2 dimes and 1 nickel.



### Guided Practice

Circle the coins that equal 25¢.

1.



2.



3.



4.



**Do you understand?** Can you show 25¢ using only nickels? Explain. Can you show 25¢ using only dimes? Explain.

### Independent Practice

Circle the coins that equal 25¢.

5.



6.



7.



8.



### Algebra

9. Mark has 25¢. He has 7 coins. 5 coins are pennies. What are Mark's other coins?



**Word Bank**  
quarter



## Problem Solving


Use coins to solve.

10. Ricardo has 4 coins in his bank. They are worth 25¢ in all. Draw and label Ricardo's coins.



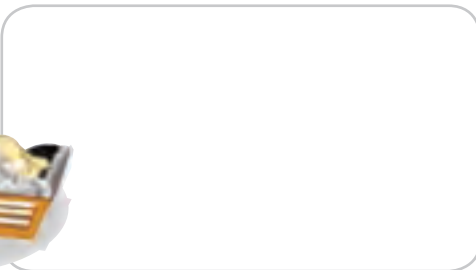
11. Cho has 2 coins in her bank. What coin should Cho add to have 25¢ in all?



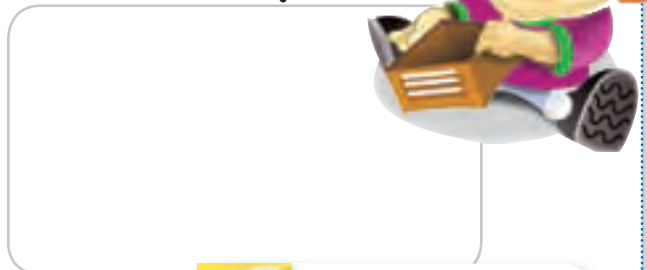
12.  **Journal** Emily and Scott each have 25¢. Scott has 5 coins. Emily has fewer coins than Scott. Draw and label the coins each person has.



Scott



Emily



Name \_\_\_\_\_



# Value of Half Dollar



Half dollar  
50¢



quarter  
25¢



dime  
10¢



nickel  
5¢

1.

50¢

2.

50¢

3.

50¢



**Home Connection** Your child identified the value of a half dollar and used quarters, dimes, and nickels to show 50¢.

**Home Activity** Display different groups of coins, including some that equal 50¢. Ask your child to identify which groups equal 50¢.

**NS 1.5** Identify and know the value of coins and show different combinations of coins that equal the same value.





or

**half dollar**

50 cents

50¢



You can make 50¢  
with 10 nickels.



You can make 50¢  
with 5 dimes.



You can make 50¢  
with 2 quarters.



### Guided Practice

Circle the coins that equal 50¢.

1.



2.



3.



**Do you understand?** Does it take more dimes or more nickels to make 50¢? Explain.

### Independent Practice

Circle the coins that equal 50¢.

4.



5.



6.



**Number Sense** Circle true or false.

7. Each bank has 50¢.

True

False

**Word Bank**  
half dollar



## Problem Solving

Use coins to solve.

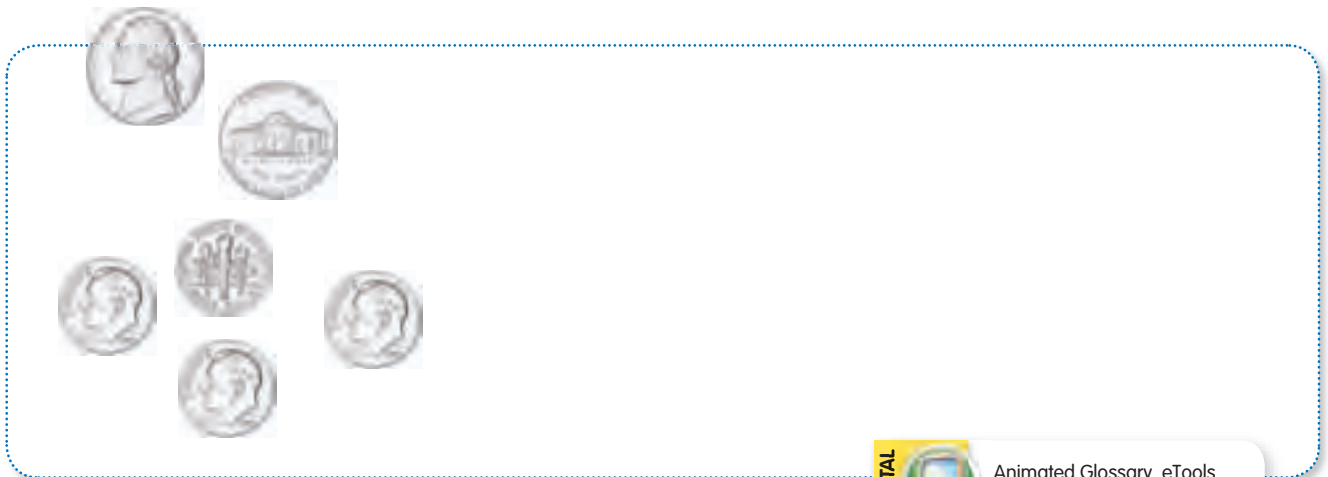
8. Jeff has 4 coins in his bank.  
They are worth 50¢ in all.  
Draw Jeff's coins.



9. Meg has 50¢.  
One coin is a quarter.  
What is the other coin?



10.  **Journal** Show the same amount using fewer coins.





Name \_\_\_\_\_

# Counting Sets of Coins

Interactive Learning  
Lesson  
18-6

Let's count  
the coins.

1.

\_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢

In All

\_\_\_\_\_¢

2.

\_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢

In All

\_\_\_\_\_¢

3.

\_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢    \_\_\_\_\_¢

In All

\_\_\_\_\_¢

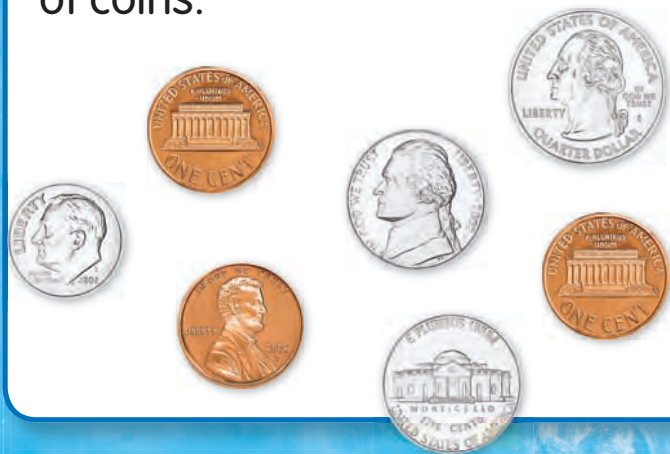


**Home Connection** Your child learned to find the value of a group of coins by starting with the coin of greatest value.

**Home Activity** Ask your child how much money there would be if he or she had a quarter, a dime, a nickel, and a penny (41¢). Repeat with other combinations of coins.

**NS 5.1** **Grade 2** Solve problems using combinations of coins and bills.

You can count to find the value of coins.



Start with the coin that is worth the most.

25¢, 10¢, 5¢, 1¢  
Count quarters, then dimes, then nickels, then pennies.



In All

48¢

Then count by 10s, 5s, and 1s to find the value.



Guided Practice

Count. Then write how much money in all.

1. 25¢ 35¢ 45¢ 55¢ 56¢ 57¢

In All

57¢

2. \_\_\_\_\_

In All

\_\_\_\_\_¢

3. \_\_\_\_\_

In All

\_\_\_\_\_¢

Do you understand? Why should you start counting with the half dollar in Exercise 3?

Independent Practice

Count. Then write how much money in all.

4. \_\_\_\_\_

In All

\_\_\_\_\_¢

5. \_\_\_\_\_

In All

\_\_\_\_\_¢

6. \_\_\_\_\_

In All

\_\_\_\_\_¢



## Problem Solving


Solve the problems below.

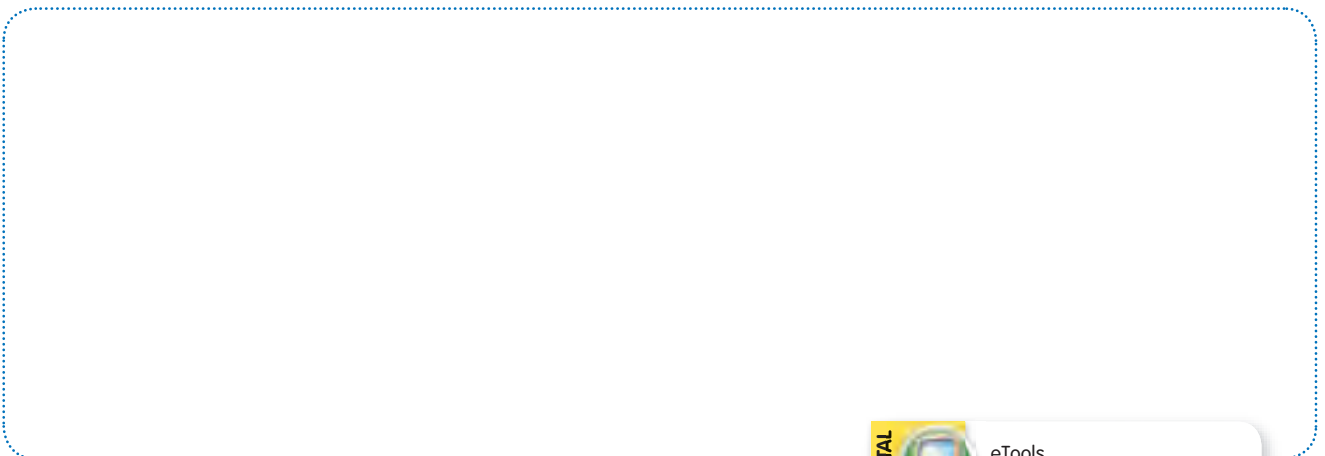
7. Sally has 45¢.  
She has 3 coins.  
What coins does  
Sally have? Draw  
a picture to solve.



8. Rina wants to buy yarn for 66¢.  
Here are the coins in her  
change purse. Which coin does  
Rina need to buy the yarn?



9.  **Journal** Draw a toy that you might buy for 72¢.  
Draw the coins that you could use to buy it.

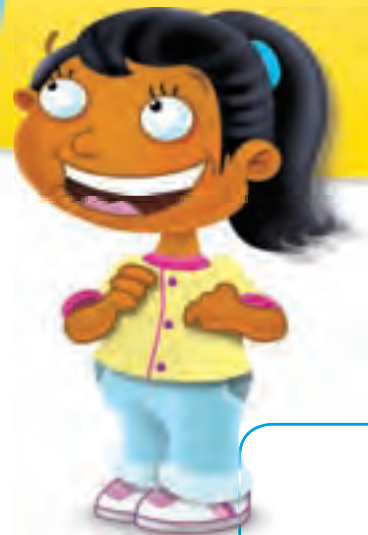


Name \_\_\_\_\_

Problem Solving



# Try, Check, and Revise



1.

Too high

Too low

Just right

2.

Too high

Too low

Just right

3.

Too high

Too low

Just right



**Home Connection** Your child played a game in which he or she used the try, check, and revise strategy to find a hidden amount of money.

**Home Activity** Hide between 10¢ and 20¢ in your hand. Ask your child to find the amount. Say “too high” or “too low” with each try until your child reaches the correct amount.

**NS 3.0** Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places. Also **MR 2.2.**



### Read and Understand

Flores bought two craft items.  
Together they cost 16¢.  
Which items did she buy?



### Plan

You can try and check.



Try  $8¢ + 9¢ = 17¢$ .  
Too high.

### Solve

Use each try to make a  
better one next time.



Try  $7¢ + 9¢ = 16¢$ .  
Just right.

### Look Back and Check

I can use coins to check my  
answer.

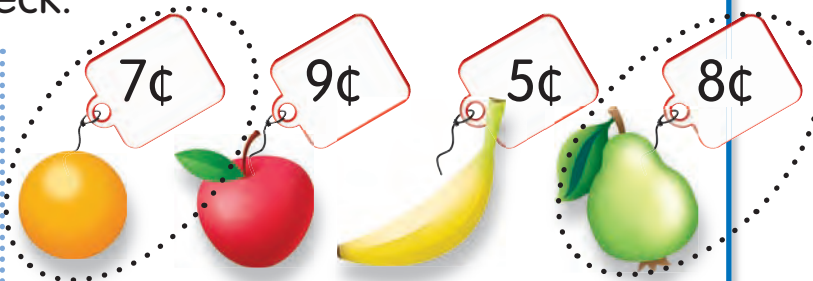
$$7¢ + 9¢ = 16¢$$



### Guided Practice

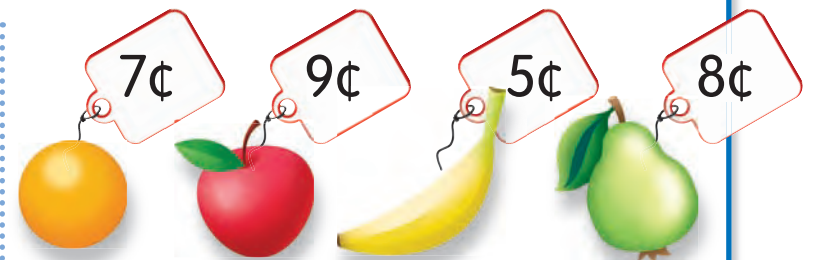
Circle the items each person bought.  
Write an addition sentence to check.

1. Kyle bought two items.  
Together they cost 15¢.  
What did Kyle buy?



$$7¢ + 8¢ = 15¢$$

2. Shawna bought two items.  
Together they cost 17¢.  
What did Shawna buy?



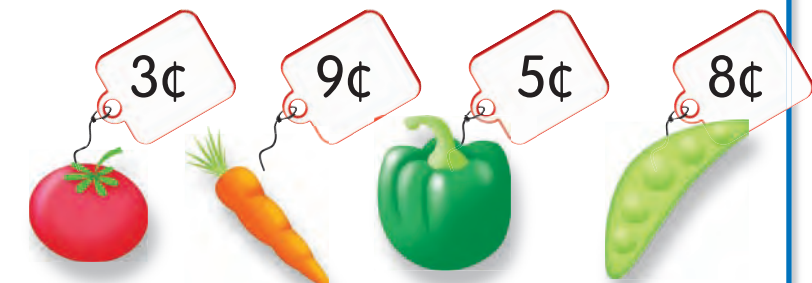
$$9¢ + 8¢ = 17¢$$

**Do you understand?** If your first try is too low, how do you  
change it?

### Independent Practice

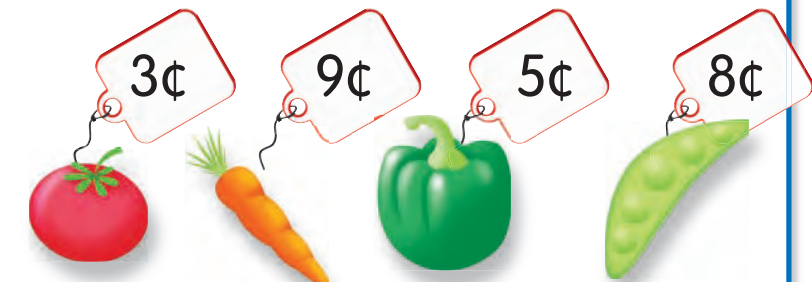
Circle the items each person bought.  
Write an addition sentence to check.

3. Jon bought two items.  
Together they cost 8¢.  
What did Jon buy?



$$3¢ + 5¢ = 8¢$$

4. Nicki bought two items.  
Together they cost 14¢.  
What did Nicki buy?



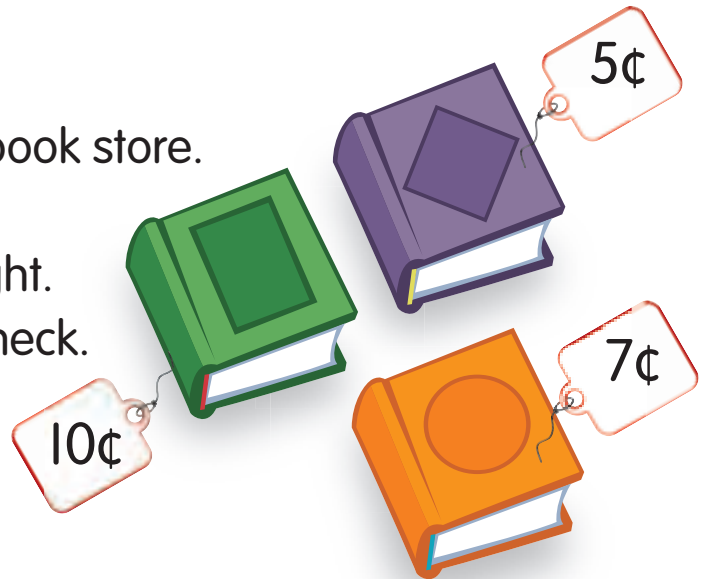
$$9¢ + 5¢ = 14¢$$

## Problem Solving

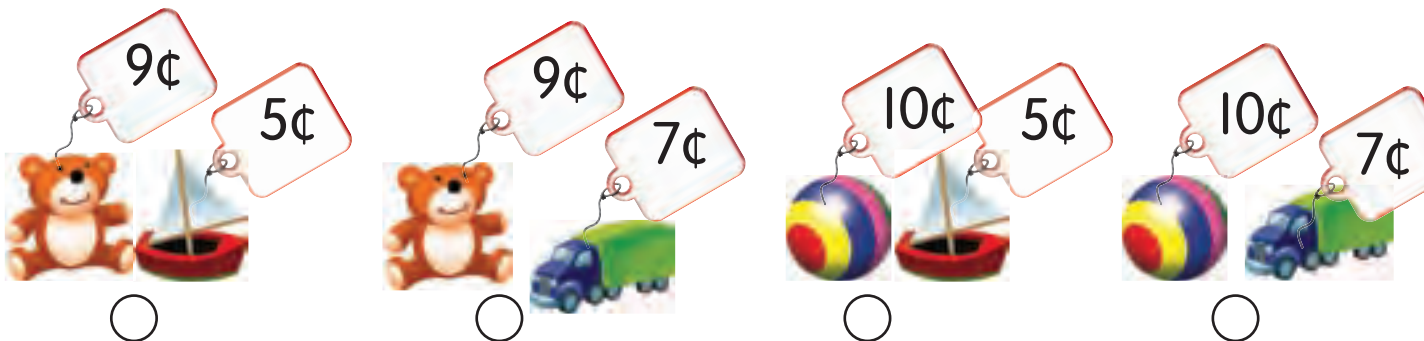
Try, check, and revise.

5. Lucia bought two books at the book store.  
She spent 12¢.  
Circle the books that Lucia bought.  
Write an addition sentence to check.

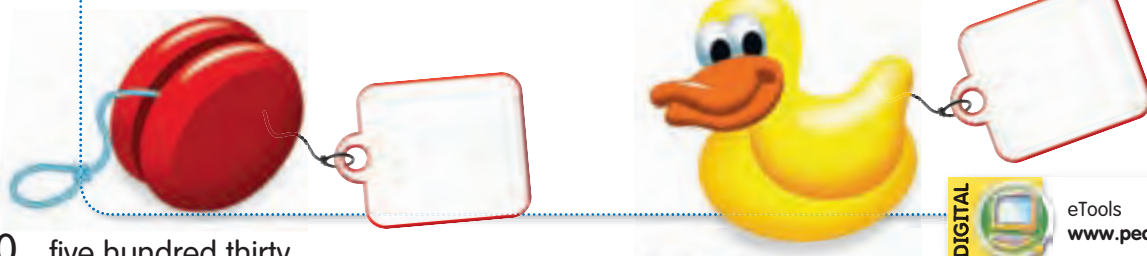
$$\underline{\hspace{1cm}}\text{¢} + \underline{\hspace{1cm}}\text{¢} = \underline{\hspace{1cm}}\text{¢}$$



6. Keith spent 17¢ at the store.  
Which two items did he buy?

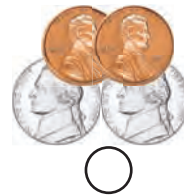


7. **Journal** Jack bought these toys. He spent 15¢.  
Write prices for the toys in the tags.  
Write an addition sentence to check your work.





1



2

60¢

9 dimes  
☐

8 dimes  
☐

7 dimes  
☐

6 dimes  
☐

3



25¢  
☐

35¢  
☐

45¢  
☐

55¢  
☐

4



33¢  
☐

36¢  
☐

41¢  
☐

51¢  
☐

**Oral Directions** Say: Mark the correct answer. **1.** Which coins could you use to buy the toy? **2.** You have a group of dimes. They are worth 60¢. How many dimes do you have? **3–4.** How much money is there in all?

Name \_\_\_\_\_

5



6

50¢



7



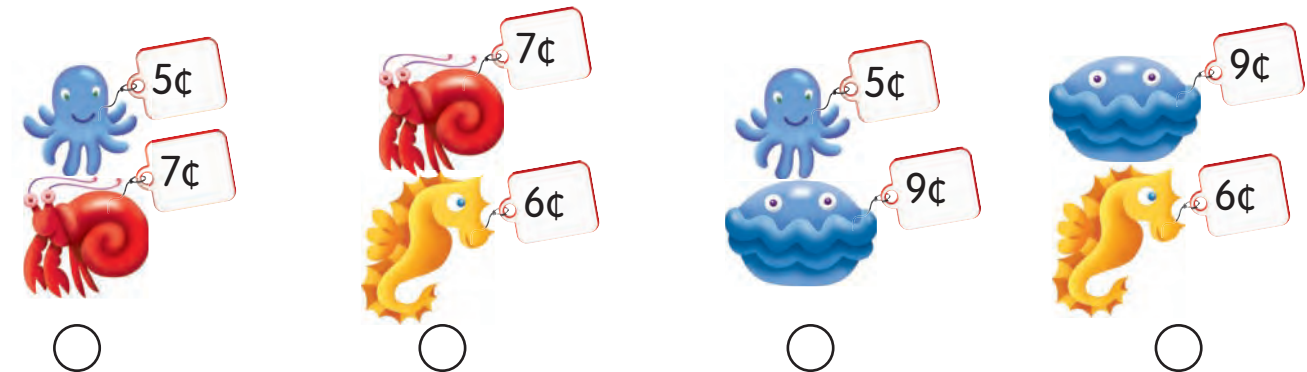
73¢  
☐

63¢  
☐

53¢  
☐

43¢  
☐

8



**Oral Directions** Say: Mark the correct answer. **5.** Mario has a quarter. Erica has the same amount of money as Mario. What coins could Erica have? **6.** Which set of coins is worth 50¢? **7.** How much money is there in all? **8.** Malcom bought 2 toys. Together they cost 13¢. Which 2 toys did Malcom buy?

## Set A

You can use dimes, nickels, and pennies to make different money amounts.

Circle the coins you could use to buy this item.



A penny is worth 1¢.  
A nickel is worth 5¢.  
A dime is worth 10¢.

Circle the coins you could use to buy each item.



## Set B

A quarter is worth 25 cents. You can make 25¢ using pennies.



1 quarter equals 25 pennies.

Circle the coins that equal 25¢.



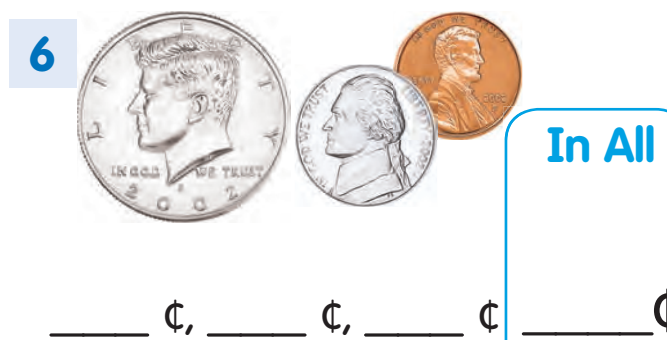
## Set C

You can count coins to find their value. Start with the coin that is worth the most.



41¢ in all

Count the coins. Write how much money there is in all.



## Set D

You can try and check to solve problems.

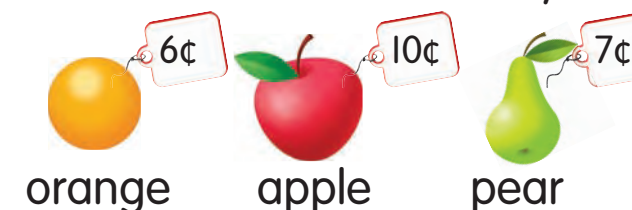
Tom spent 12¢ on two fruits. What did he buy?



Try  $7¢ + 9¢ = 16¢$ .  
Too high.

Try  $7¢ + 5¢ = 12¢$ .  
Just right.

7 Mae spent 17¢ on two fruits. What did she buy?



8 Jay spent 16¢ on two fruits. What did he buy?

