Cool Coin Comparisons

Reporting Category Measurement

Topic Counting and comparing collections of coins

Primary SOL 2.10 The student will
- a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and
- b) correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.).

Materials
- Baggies containing coins whose total value is $2.00 or less, with each baggie containing a different total value
- Cool Coin Comparisons booklet (attached)
- Coin Sorting Mat (attached; optional)
- Paper
- Crayons or pencils

Vocabulary

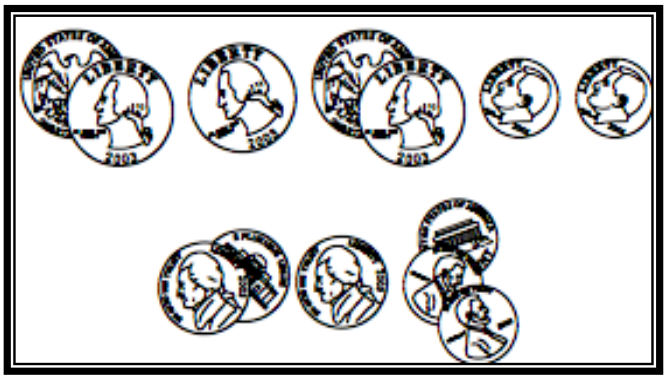
penny, nickel, dime, quarter, cents, dollars, decimal point, greater than, less than, equal to (2.1)

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Distribute baggies of coins and a Cool Coin Comparisons booklet to each student.
2. Direct students to pour out the coins in their bags and count the value of the coins. If you wish, provide Coin Sorting Mats to help students with the counting. When counting is finished and the totals recorded, guide students in creating rubbings of their coin collection and recording the value of each coin under its image, using the appropriate symbols (¢, $, and .). Be sure students understand that when using the cent symbol, one does *not* use the decimal point (e.g., 15¢ or $0.15, *not* .15¢).
3. Have student put their coins back in their bags. Group students into pairs, and have partners exchange bags. Then, have students repeat step 2 with the new coin collection.
4. Have partners check their totals by comparing each other's work. Instruct students to exchange coin collections again so that each student has his/her original bag of coins.
5. Direct each student to determine whether his/her total value of coins is greater than, less than, or equal to the total value of the partner's coins. Have students record their answers by circling the correct phrases in their booklets.
6. Then, have students determine whether they could use their coins to purchase the cool treats pictured on their page. Have them record their answers in the booklet.
7. If time permits, reassign partners, and give each student a new baggie of coins. Have students repeat the activity.
8. To close, review vocabulary used, and ask students for any further questions that were brought up in the discussion process.

Assessment

- **Questions**
  - Which cool treat did you choose to buy? How did you know that you were able to purchase that cool treat?
  - What was the most expensive cool treat that you could purchase?
  - Which bag had the greatest value of coins?
  - Which bag had the least value of coins?
  - How can you use the greater than, less than, and equal to symbols to write a number sentence about your coin comparison?
- **Journal/Writing Prompts**
  - You and your partner combine all your coins together, and you want to know the total value. Describe how you would figure this out. Would your new amount of money allow you to buy any cool treats that you could not buy before?
  - Allie wants to buy a popsicle that costs $1.72. The box at right shows how much money Allie has in her bank. Does Allie have enough money? Explain your reasoning.



- **Other**
  - When checking the Cool Coin Comparisons booklets, be sure students are using symbols correctly and counting the coins correctly.
  - As students are working in pairs, circulate and listen for use of comparison vocabulary.

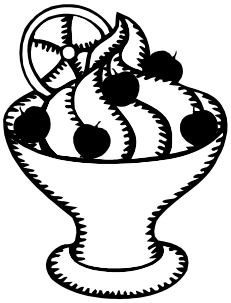
Extensions and Connections

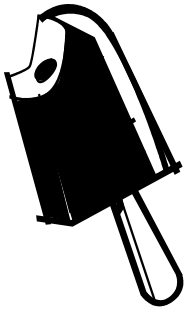
- Read aloud a story about money. Place coins around the classroom, and allow students to "hunt for money." Then, ask them to count their coins and compare the value to the value of their neighbors' coins. Have students share their comparisons.
- Have students select 10 coins from a baggie and "record" them on paper, using coin stamps or photocopies of coin images. Finally, have them write the value of each coin and find and write the total value, using cent, dollar, and decimal point symbols.
- Review counting by ones, fives, and tens to 100, using pennies, nickels, and dimes or pictorial representations of them. You might have students place pennies on a hundred chart while they count by ones, place nickels on the chart while they count by fives, etc.
- Have students develop a rhythm for counting by twenty-fives. Allow them to clap their hands, stomp their feet, or march around to the beat while repeating, "25, 50, 75, a dollar, 25, 50, 75, a dollar, etc."

Strategies for Differentiation

- If students are able to count values up to $2.00 with ease, have them count collections of coins whose values are greater than $2.00.

- Ask students how much change they would get back if they bought a cool treat, using a given set of coins.
- Allow students to use coin stamps or coin cutouts rather than creating coin rubbings in their Cool Coin Comparisons booklets.





Cool Coin Comparisons

Name _____

Page 1

My Bag of Coins

Total value of my coins_____

My Partner's Bag of Coins

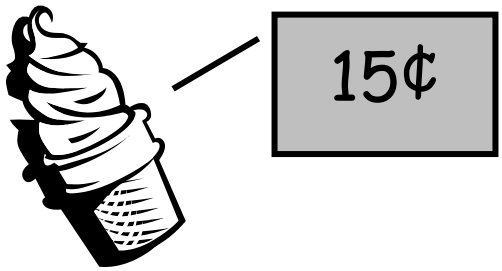
Total value of my partner's coins_____

Page 2

1. Circle the words that make the sentence true.

The value of the coins in my bag is
<u>greater than ></u> <u>less than <</u> <u>equal to =</u>
the value of the coins in my partner's bag.

2. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

_____

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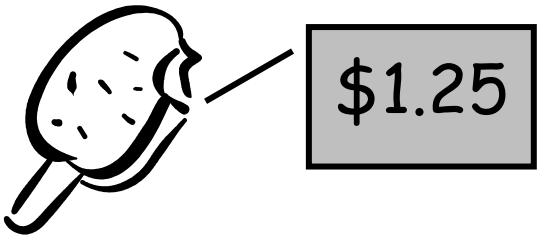
_____

3. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

_____

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_____

_____

_____

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My Bag of Coins

Total value of my coins_____

My Partner's Bag of Coins

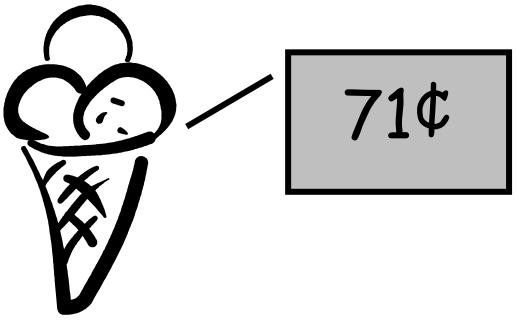
Total value of my partner's coins_____

Page 4

1. Circle the words that make the sentence true.

The value of the coins in my bag is
greater than > less than < equal to =
the value of the coins in my partner's bag.

2. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

_____

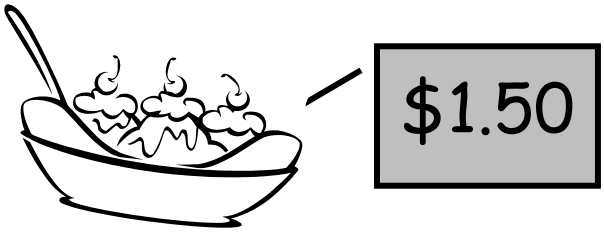
_____

_____

_____

_____

3. Can you buy this cool treat with your coins?



Yes or No

Write one sentence to tell why or why not.

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_____

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_____

Page 5

Coin Sorting Mat

Penny 1¢

Nickel 5¢

Dime 10¢

Quarter 25¢