



DIMES AND NICKELS!



OBJECTIVES: Students will...

Skip count by fives, and tens.
Use mental math.

STANDARDS:

2.NBT.A.2

STUDENT STATEMENTS OF OBJECTIVES: I can...

Add by fives, tens without writing it down.

GUIDING QUESTIONS:

Can you skip count when using money?

MATERIALS:

Posters of monetary amounts up to \$1.00
Answer key set of NICKEL and DIME cards
Answer key for each poster

ESSENTIAL QUESTION:

In what ways does it help us to know how to count by 5s and 10s?

Pre-requisite skill/Background knowledge: Students should be able to...

Identify coins and the associated values. Students should have previous practice skip counting by 5's and 10's.

Method:

Students will work individually or in pairs.

Prep:

- Print two sets of NICKEL and DIME Cards. One will be used for a draw pile and the other will be the answer key set. For durability, laminate the posters and both sets of nickel and dime cards.
- Hang posters with monetary amounts up to \$1.00 in increments of 5 and 10 around the room (5¢, 10¢, 15¢, etc.).
- Take the answer key set and match each card with the correct poster. Take the laminated cards and place each card in an envelope. Attach the envelopes using velcro to the corresponding posters. This will allow the students to self check during the activity.

Activity:

- Distribute or have students draw cards that list any number of nickels from 1 to 20 and dimes from 1 to 10, for example, "2 dimes".
- Instruct students to find the poster in the room that shows the amount of money that is equivalent to the card they drew.

Using the example, the student or pair who drew the "2 dimes" card would line up under the 20¢ sign. Continue drawing cards and lining up as time permits.

Assessment:

Allow students time to self-check using the key at their stations and self-correct by changing positions, if necessary. After students have had a chance to self-correct, visit each poster to ensure students are on the right track. Take up the cards and begin a new draw pile for the next round. Continue as long as time allows. Practice this activity periodically to affirm understanding.

Extension:

Give students an amount over \$1.00 and ask them to calculate how many nickels or dimes it would take to reach that amount. Students can use skip counting, arrays, or any other means to discover the correct answer.

As students gain proficiency, you may wish to introduce other coin combinations to add up to the posters around the room.

Supplemental Resource:

You Can't Buy a Dinosaur with a Dime. By: Harriet Ziefert.