# Eureka Math

1st Grade
Module 6
Lesson 22

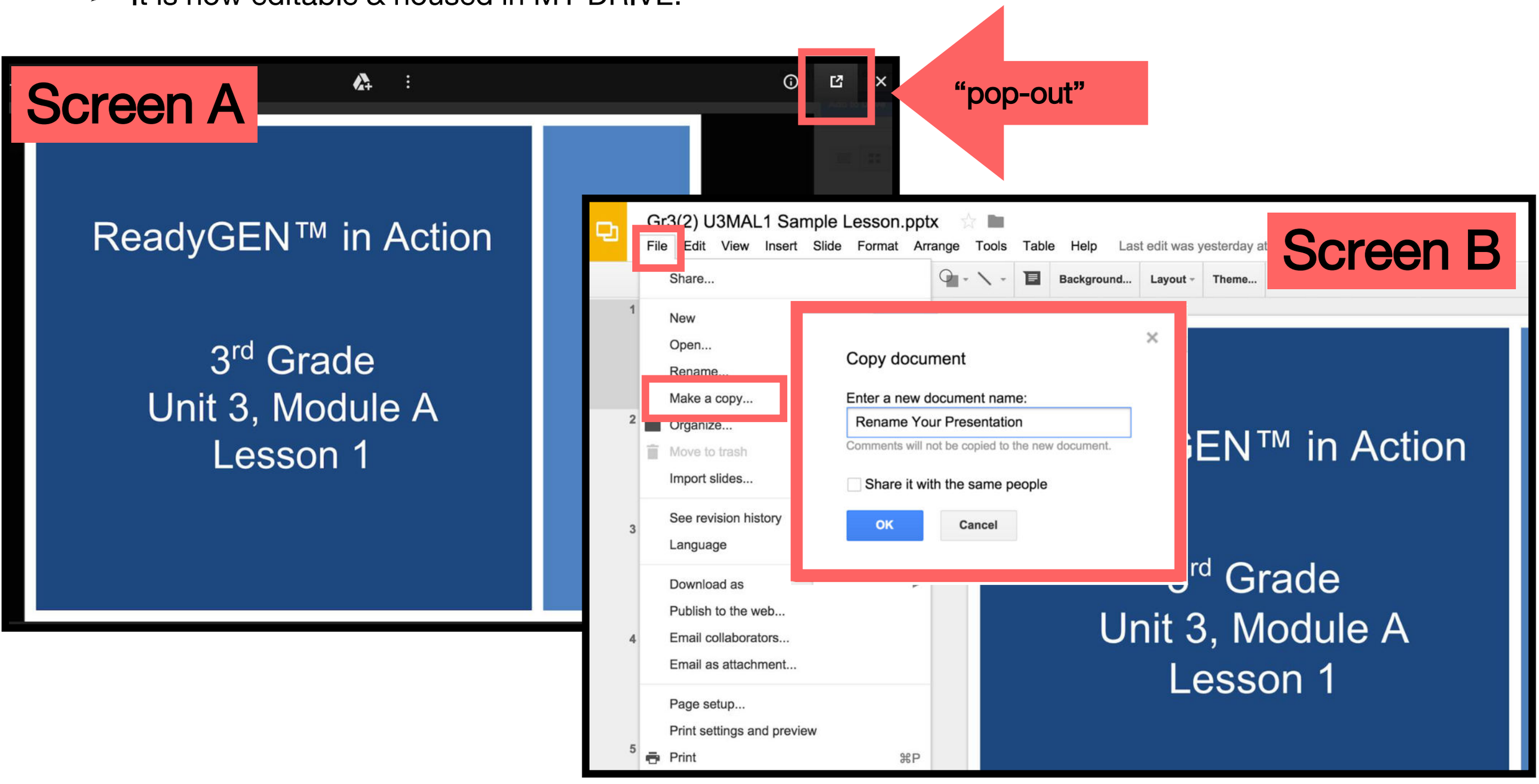
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

# Customize this Slideshow

## Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.

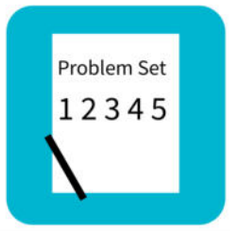


# Icons


Read, Draw, Write

Learning Target

Personal White Board




Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

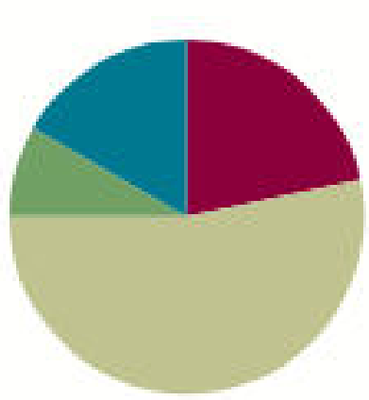
Small Group Time

## Lesson 22

Objective: Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

**Suggested Lesson Structure**

| | |
|---|---|
| Fluency Practice | (13 minutes) |
| Application Problem | (5 minutes) |
| Concept Development | (32 minutes) |
| Student Debrief | (10 minutes) |
| **Total Time** | **(60 minutes)** |



# Materials Needed

Teacher

- (T) 5–10 different quarters (e.g., various commemorative quarters)
- 5 dimes, 5 nickels (possibly with different images)
- 20 pennies
- 1 dollar coin if available (real or plastic)
- Chart paper

Student

- (S) Core Fluency Practice Sets (Lesson 1)
- 1 quarter
- 2–5 dimes
- 3–5 nickels
- 10–20 pennies (real or plastic)
- 1 die
- coin spinner with quarter (Template)
- paperclip
- pencil per pair
- personal white board

I can identify varied coins by their image, name, or value and add one cent to the value of any coin.

# Core Fluency Differentiated Practice Sets

Let’s do a practice set!

# Standards Check: Addition Within 20

Let’s practice addition within 20!

# Application Problem

RDW

Peter has 6 more red pencils than blue pencils.

# Application Problem

RDW

Peter has 6 more red pencils than blue pencils. He has 8 blue pencils.

# Application Problem

RDW

Peter has 6 more red pencils than blue pencils. He has 8 blue pencils. How many red pencils does he have?

# Concept Development

I had all of these coins at home. Tell your partner the name and value of the coin(s) you have. Explain how you know what coin it is.

# Concept Development

Let’s sort them into piles of the same coin!

# Concept Development

What kind of coins are these?

# Concept Development

They’re pennies!

# Concept Development

What is the value of 1 penny?

# Concept Development

A penny is worth 1 cent!

# Concept Development

What is the name of this coin?

# Concept Development

It’s a nickel.

# Concept Development

What is its value?

# Concept Development

5 cents.

# Concept Development

Use a complete sentence. A nickel’s value is...?

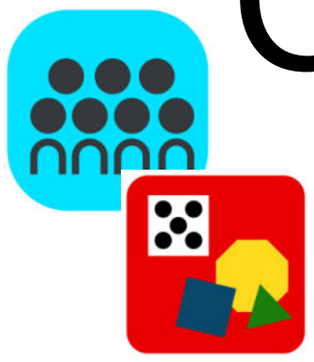
# Concept Development

A nickel’s value is 5 cents.

# Concept Development

If I have 1 nickel and 1 penny, how many cents do I have altogether?

# Concept Development



I have 6 cents!

# Concept Development

How do you know?

# Concept Development

5 + 1 = 6! 5 cents plus one more cent is 6 cents.

# Concept Development

5 + 1 = 6! 5 cents plus one more cent is 6 cents.

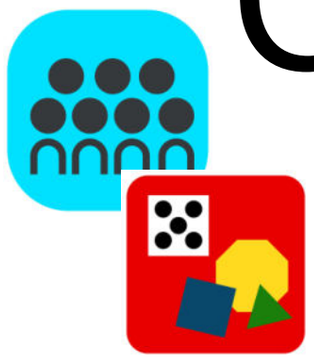
# Concept Development

Let’s practice more!

# Concept Development

What kind of coins are these?

# Concept Development



They’re dimes!

# Concept Development

What is the value of 1 dime?

# Concept Development

A dime is worth 10 cents!

# Concept Development

What is the name of this coin?

# Concept Development

It’s a penny.

# Concept Development

What is its value?

# Concept Development

1 cent!

# Concept Development

Use a complete sentence. A penny’s value is...?

# Concept Development

A penny’s value is 1 cent.

# Concept Development

If I have 1 dime and 1 penny, how many cents do I have altogether?

# Concept Development

I have 11 cents!

# Concept Development

How do you know?

# Concept Development

10 + 1 = 11! 10 cents plus one more cent is 11 cents.

# Concept Development

Let’s practice more!

# Concept Development

What kind of coins are these?

# Concept Development

They’re quarters!

# Concept Development

What is the value of 1 quarter?

# Concept Development

A quarter is worth 25 cents!

# Concept Development

What is the name of this coin?

# Concept Development

It’s a penny.

# Concept Development

What is its value?

# Concept Development

1 cent!

# Concept Development

Use a complete sentence. A penny’s value is...?

# Concept Development

A penny’s value is 1 cent.

# Concept Development

If I have 1 quarter and 1 penny, how many cents do I have altogether?

# Concept Development

I have 26 cents!

# Concept Development

How do you know?

# Concept Development

25 + 1 = 26! 25 cents plus one more cent is 26 cents.

# Concept Development

Let’s practice another coin!

# Concept Development

Does anyone know the name of this coin?

# Concept Development

It’s a dollar coin!

# Concept Development

A dollar coin is worth 100 cents!

# Concept Development

If I have a 1 dollar coin, whose value is 100 cents, and 1 penny, how many cents do I have altogether?

# Concept Development

101 cents!

# Concept Development

## Coin Trade Game

The object of this game is to continue to trade coins, always having 10 cents.

- Partner A spins the spinner.
- Partner A trades pennies for the coin landed on. Player A counts his coins to be sure he still has 10 cents.
- Partner B takes a turn. Player B counts her coins to be sure she still has 10 cents.

Play continues as time allows.

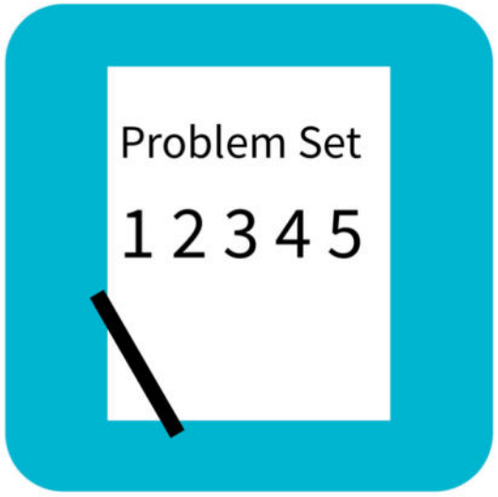
The person with the most pennies at the end of the game is the winner.

# Concept Development

## 25 Cents

The object of the game is to be the first player to exchange their money for 1 quarter. For students who are ready for greater challenges, you can choose to make the goal 50 cents or 100 cents.

- Put all coins in a pot in the middle.
- Player A rolls the die and takes that number of pennies.
- Player B rolls the die and does the same.
- On each turn,players roll the die, add the additional pennies, and exchange their pennies for larger coins, if possible.
- Play continues until a player can exchange his coins for 1 quarter, explaining that he has 25 cents.




# Problem Set



Name _____ Date _____

1. Use the word bank to label the coins.

| quarter | dime | nickel | penny |
|---|---|---|---|

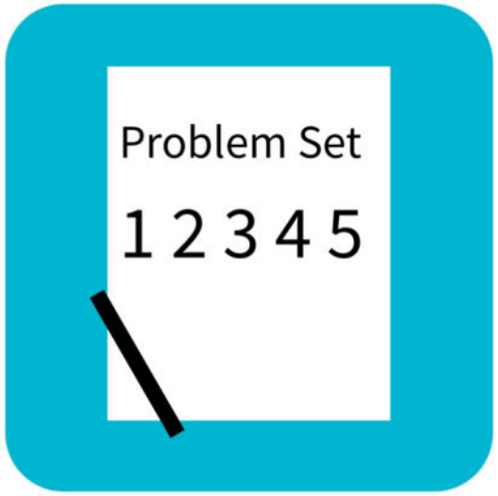
a. _____ b. _____ c. _____ d. _____

2. Match the coin combinations to the coin on the right with the same value.

a.

b.

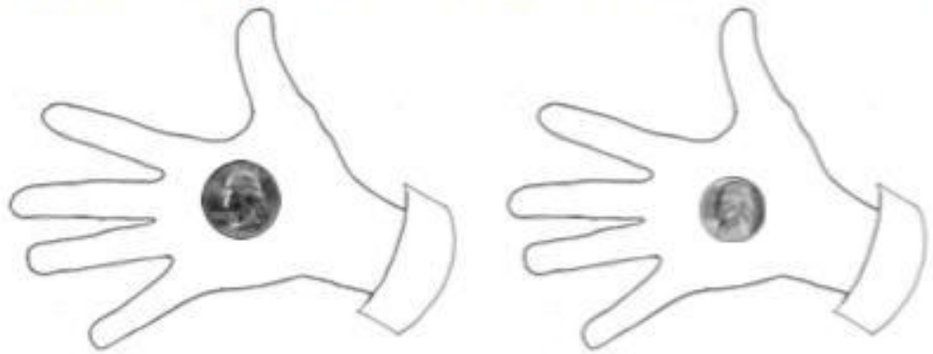
c.




# Problem Set



3. Tamra has 25 cents in her hand. Cross off (x) the hand that cannot be Tamra's.



4. Ben thinks he has more money than Peter. Is he correct? Why or why not?

**Ben's Money** **Peter's Money**

Ben is _____ because _____

_____

5. Solve. Match each statement to the coin that shows the value of the answer.

a. 5 pennies = _____ cents •

b. 6 cents + 4 cents = _____ cents •

c. 1 quarter = _____ cents •

d. 6 cents – 5 cents = _____ cent(s) •

• 

• 

• 

• 

# Debrief

Look at Problem 2. What other combinations of coins could you use to have the same value as a quarter? As a dime? As a nickel?

# Debrief

Look at Problem 3. What are some ways to tell a nickel from a quarter?

# Debrief

Who can identify the coin with the same value?

# Debrief

What new coin did we see today? Have you seen the dollar coin before? Where have you seen or used it?

# Exit Ticket



Name _____ Date _____

Draw a line to match each coin to its correct name.

| |
|---|
| dime |
| nickel |
| penny |
| quarter |