## How Many Ways?

Unit 5: Stepping Up to Bigger Numbers

### Grade Level

First grade

### Overview

- The teacher will begin with a poem that has to do with exchanging coins. The teacher will read the poem “Smart” by Shel Silverstein and model the exchanges of money on the board with magnetic coins. The teacher will talk to the students about how the little boy is not making good trades with his coins.
- The students will work in pairs. They will be given a dice with 1 cent, 5 cent, 10 cent, and 25 cents written on the dice. Partner one will roll the dice three times and get those three coins out. They will have to tell partner two how much money that is. Partner two will check and they will switch rolls.
- The students will then be given a bag of items that are marked with a price tag. The teacher will ask them to find a certain item. They have to find that item, look to see how much it cost and show the coins needed to buy that item. After doing several of these each student will be asked to pick one item and draw the coins needed to buy that item. One thing that it important to ask the student is “Can you show me another way it show that same amount but with different coins?” The students need to be able to show an amount in more than one way using different coins.

### Key Standards

**M1N1. Students will estimate, model, and compare, order, and represent whole numbers up to 100.**

- exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to buy items less than a dollar

### Possible Materials

- Poem- “Smart” by Shel Silverstein
- Items in a bag with price tags
- Coins
- Paper
- Pencils
- Dice with money amounts
### Task

#### Using Coins
Imagine you are buying a toy car from the store. The car costs 38¢. Using coins, count out the amount you will need. Show as many other ways as possible to make 38¢. Write as much as you know about your work.

#### Using Bills
You and 3 friends are going to the movies. Discount tickets cost $4 each. Using bills, count out the money you will need to buy the tickets. Show as many ways as you can to make the amount you need. Justify your solutions in writing with pictures, words, and numbers.

### Sample Questions
Can you show me another way to show that amount but use different coins?
Why is it important to be able to count money?
Do you think you will ever have to know how to count money in the real world?
Do your mom and dad know how to count money?
Show me that amount using the least amount of coins.

### Sample Question Solutions
- We defiantly need to be able to count money. You need to be able to know if you have enough money to buy something. You do not want to get up to the cash register and not have enough money for the item. That would be embarrassing.
- You need to be able to make sure that the cashier is giving you back the correct change.
- We deal with money everyday.

### Assessment Ideas
- Teacher observation
- Assessment of the last activity where students were asked to draw the coins needed to buy a certain item