

Lesson 16: Identifiquemos quarters

Standards Alignments

Addressing 2.MD.C.8, 2.NBT.A.2, 2.NBT.B.5

Teacher-facing Learning Goals

- Find the value of a set of coins including all combinations.
- Identify and know the value of quarters.

Student-facing Learning Goals

- Aprendamos sobre los *quarters* y encontremos el valor de diferentes grupos de monedas.

Lesson Purpose

The purpose of this lesson is for students to identify quarters and find the total value of a set of coins including quarters.

In a previous lesson, students recognized dimes, nickels, and pennies and learned their values. They used different strategies to find the value of a mixed set of coins.

In this lesson, students recognize the quarter and learn its value. They find the value of groups of coins and look for ways to represent the same value with different coins. Throughout the lesson, students make connections between quarters and combinations of other coins and notice that if they look for ways to use coins with a larger value first, they can be more certain they are using the fewest amount of coins (MP8).

In both activities, students continue to practice finding the values of coin collections using methods for adding within 100. Throughout the lesson, look for the different ways students find the value of coins collections and organize their thinking. While some students will continue to group like coins and add to find the total value, others will count on from the largest value (25, 35, 45, 50, 55, 56, 57, 58) or look for other ways to use ten (25, 30, 40, 50, 55, 56, 57, 58).

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

Instructional Routines

Choral Count (Warm-up), MLR7 Compare and Connect (Activity 1)

Materials to Copy

- Coins to Cut and Count (groups of 1): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

Which students surprised you with their ways of organizing coins and finding total values? How can you leverage what these students know to ensure they develop strategies to solve story problems in the context of money in the upcoming lessons?

Cool-down (to be completed at the end of the lesson)

 5 min

Las monedas en el bolsillo de Tyler

Standards Alignments

Addressing 2.MD.C.8, 2.NBT.B.5

Student-facing Task Statement

Tyler tenía 6 pennies, 2 dimes, 2 quarters y 2 nickels en su bolsillo.



¿Cuántos centavos tenía Tyler? Muestra cómo pensaste. Usa dibujos, números, palabras o una ecuación.

Student Responses

Tyler has 86¢. Sample responses:

- $25 + 25 = 50$, 50, 60, 70, 75, 80, 81, 82, 83, 84, 85, 86
- $25 + 25 = 50$, $10 + 10 = 20$, $5 + 5 = 10$, and 6 pennies, so $50 + 20 + 10 + 6 = 86$