



## Counting by 10s, 5s, and 1s

**Subject:** Math

**Grade Level:** K-1<sup>st</sup>

**Summary:** Students will review coins and their values, as well as practice skip counting using coins.

### BIG QUESTION

How can we use coins to help practice counting?

### TIMING

0 to 45 minutes

### LEARNING OBJECTIVES

- Students will practice counting by 10s, 5s, and 1s in order to prepare for counting and adding the value of coins.

### MATERIALS

- A Number Chart (1 to 100)
- Large paper penny, nickel, and dime

### PROCEDURE

1. Tell the students that today you will be playing a game to get them ready to be able to count with pennies, nickels, and dimes.
2. Explain that the game is played like this: each student will count to 100 by the number of fingers you hold up. As they count, follow their words by pointing at the corresponding numbers on the number chart. As each student counts, hold up one, five, or ten fingers for them to count by.
3. Continue this game with about half of your class, holding your fingers up in a different sequence for each student, in progressively more difficult (frequently-changing) sequences.
4. Review the value of each coin.

## **U.S. Mint Coin Classroom Lesson Plan: Counting by 10s, 5s, and 1s**

5. Change the rules of the game slightly. Instead of holding up fingers, hold up the paper penny, nickel, or dime to indicate sequence.
6. Return to the game and have the remaining half of your class skip count by 10s, 5s, and 1s, but making the association between the coins and their values.

## ASSESSMENT

Assess whether the students met the lesson objectives by noting whether the students were able to switch from counting by tens to fives, fives to ones, etc. and whether their smoothness improved by the end of the activity.

## DIFFERENTIATE

- Allow extended time.
- Allow students to work in pairs.

## RELATED

- U.S. Mint Coin Classroom Game, [Counting with Coins](#)
- U.S. Mint Coin Classroom Activity, [Cents-able Shopping](#)

## STANDARDS

### Common Core Standards

[CCSS.MATH.CONTENT.K.CC.B.4](#)

Understand the relationship between numbers and quantities; connect counting to cardinality.

[CCSS.MATH.CONTENT.K.CC.B.5](#)

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

### National Standards

**Discipline:** Mathematics

**Domain:** K-2 Number and Operations

**Cluster:** Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

**Grade(s):** Grades K–2