How Much for Your Name?

Subject: Math
Grade Level: K-2nd grade
Summary: Students will create different coin combinations for a single amount.

BIG QUESTION

What combination of coins adds up to the value of my name?

TIMING

0 to 45 minutes

LEARNING OBJECTIVES

- Students will practice counting.
- Students will demonstrate their knowledge of the value of coins.
- Students will demonstrate their knowledge of coin combinations.

MATERIALS

- One penny, nickel, dime, and quarter (printed coins or play coins also work) for each group of 4 students
- Sheet of poster paper for each student with a black line dividing the board horizontally, and the bottom half broken into 3 even sections
- Pencil and crayons
- Slide or other display showing the letter values

PROCEDURE

1. Display a chart with the assigned value of each letter of the alphabet: A=1, B=2, C=3,D=4, E=5, F=6, G=7 etc.
2. Have each child write out the letters of their first name on the top half of their piece of poster board.
3. Have the students figure out the "value" of each letter of their name based on the classroom chart and write this on their poster.

4. Have your students add the “value” of each letter together to find the total “value” of their name. Have them write this on the poster board as well.
5. Have the students work in groups to "make change" for the value of their name. The students should come up with at least 3 different coin combinations.
6. Have the students trace the coins onto the bottom half of their poster board and write the coin value inside the tracing, to show the different combinations for the value of their name.
7. Have the students write sentences about the value of their name. For example: "My name is Ann. The value of my name is 29 cents. You can make 29 cents using one quarter and 4 pennies."

ASSESSMENT

- Have the students exchange posters in their groups and count each other's coin combinations.
- Evaluate the accuracy of the students' name value and number sentences.

DIFFERENTIATE

Students can make just one combination for the value of their name. For students that need additional help, allow fellow group members to assist.

RELATED

- Circulating Coins information for kids

STANDARDS

Common Core Standards

CCSS.Math.Content.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

CCSS.Math.Content.1.NBT.B.2
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.Math.Content.1.NBT.B.2.a
10 can be thought of as a bundle of ten ones — called a "ten."

CCSS.Math.Content.1.NBT.B.2.b
The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.1.NBT.B.2.c
The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.Math.Content.1.NBT.B.3
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

CCSS.Math.Content.K.CC.A.3
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies

CCSS.MATH.CONTENT.K.CC.C.7

Compare two numbers between 1 and 10 presented as written numerals

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.