

Name: _____

How much money does each child have? Record the total in each box.

Maria has:

3 dollars
1 quarter
2 dimes
5 pennies

Maria has _____.

Tyshawn has:

1 dollar
5 quarter
6 dimes
3 nickels
10 pennies

Tyshawn has _____.

Who has more money, Maria or Tyshawn? How much more money does that student have?



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Who has more money, Maria or Tyshawn? How much more money does that student have?



Teacher notes:

Count money by combinations of coins and bills through 5 dollars.

Students who demonstrate mastery can easily identify both sides of coins/dollar bills and can apply skills such as skip counting to help them find the total amount of money. They also can apply strategies to determine who has more money and how much more money. They may use strategies such as counting up, think addition, or subtraction.

Students may draw pictures (i.e. a circle with a d or a 10 inside for a dime) or use numbers to find the total amount.

Some students may need money manipulatives.

Some students may think that bigger coins are worth more (i.e. they may think the penny is a dime and worth 10 cents).

Some students may count one for each coin, so instead of writing \$3.50 cents, they may write \$3.08,

Students who demonstrate partial mastery may forget to use money notation.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
NEEDS IMPROVEMENT (N)	WITH ASSISTANCE (W)		INDEPENDENT (I)
0 Unsatisfactory: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	1 Marginal: Partial Accomplishment Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	2 Proficient: Substantial Accomplishment Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	3 Excellent: Full Accomplishment Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education,