

Activity 38 Assessment Consolidation

Comparing Money Amounts and Making Change

Compares money amounts using part-part-whole relationship



“The total cost is the whole. That’s \$10. The cost of each item is a part. The items cost \$6 and \$4.”

Uses part-part-whole relationship to find a missing part

\$10	
\$8	?

“Part + Part = whole so, $8 + ? = 10$ or $10 - 8 = ?$ I model \$10 with coins, then take away \$8. I am left with \$2, the missing part.”

Makes change using skip-counting

I had a \$5 bill.
I bought:



Change:



“I skip-counted on from \$3 and 50¢ by 25s, adding a quarter each time. 6 quarters is the same as \$1 and 50¢.”

Uses different strategies to make change efficiently (e.g., counting on, counting back)

I had a \$10 bill.
I bought:



\$8 and 85¢

Change:



“I counted on from \$8 and 85¢ and needed only 3 coins to get to \$10.”

Observations/Documentation

Activity 38 Assessment Consolidation

Understanding Equality with Money

Uses like coins to show equivalent amounts



"I know 5 nickels make 1 quarter and 4 quarters make \$1."

Uses different denominations of coins to show equivalent amounts



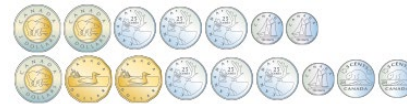
"I can show 25 cents with 5 nickels, then trade 2 nickels for a dime."

Determines total cost of purchase and shows equivalent amounts in different ways



\$1.25 \$3.70

$$\$3.70 + \$1.25 = \$4.95$$



"I can pay \$4.95 using lots of different coins, but I could also pay with a \$5 bill, and get 5 cents change."

Determines total value of purchase and shows equivalent amount in most efficient way



$$\$6.25 + \$5.45 + \$4.50 = \$16.20$$



"I know that I can start with \$15 in bills, then add 1 dollar and twenty cents."

Observations/Documentation