

Coin Count Challenge

Students use coin-counting patterns to find values in cents.

1.4.C “use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	6	12	60
b	20	25	50
c	13	30	3

2 WRITE VALUE _____

● ● ● ●	
● ● ●	
● ● ● ●	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count aloud softly or on their fingers before marking. Students use groups of twos for pennies, fives for nickels, and tens for dimes to connect the number of coins to the value in cents.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen to each coin collection. Use the counting pattern I name, then circle the number that shows the value in cents.”

ROW	SAY	STUDENTS CIRCLE
a	Six pennies can be counted by twos. The choices are 6, 12, and 60. Which number shows the value in cents?	6
b	Five nickels can be counted by fives. The choices are 20, 25, and 50. Which number shows the value in cents?	25
c	Three dimes can be counted by tens. The choices are 13, 30, and 3. Which number shows the value in cents?	30

PART 2 • WRITE VALUE

SAY “Each dot beside a box stands for one coin. The first dots are pennies, the second dots are nickels, and the third dots are dimes. Count in the coin's pattern and write the value in each box.”

- Box 1 (beside 4 dots): **4**
- Box 2 (beside 3 dots): **15**
- Box 3 (beside 4 dots): **40**

WHAT TO ACCEPT

Circle row answers are 6, 25, and 30. Accept 4, 15, and 40 in the write boxes, with numerals formed clearly enough to identify.