In this sub-unit . . .

- We identified the names and values of coins.

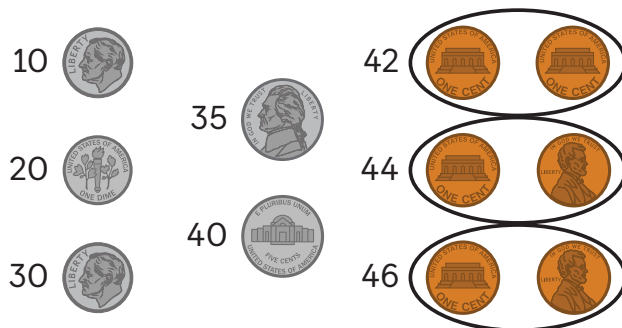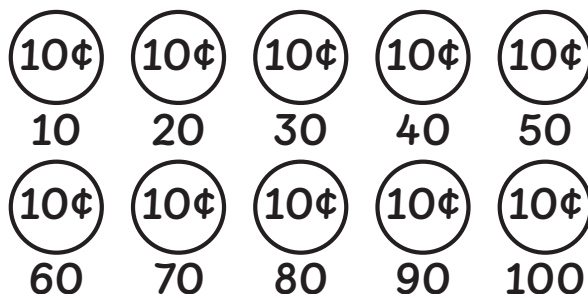| penny	nickel	dime	quarter
1¢	5¢	10¢	25¢

🔥 *Math tip:* You can mix and match coins to make any amount of money.

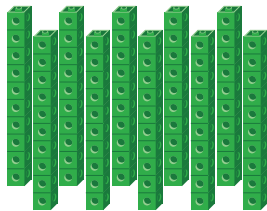- We counted by 2, 5, and 10 to find the value of a group of coins.

The coins have a value of 46¢.

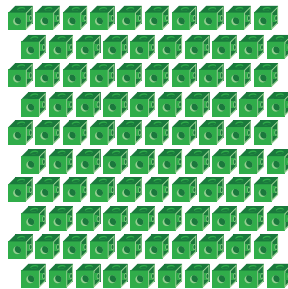- We counted by 2, 5, and 10 to make a group of coins with a given value.
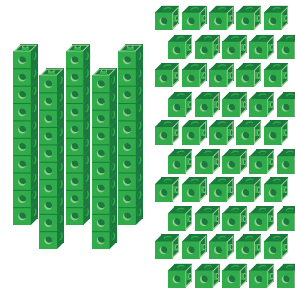
In this sub-unit . . .

- We made a **hundred** using different combinations of tens and ones.

10 tens   100 ones   5 tens, 50 ones

🔥 *Math tip:* It is helpful to group the ones in an organized way to see if there are enough ones to make a new ten.

- We represented numbers up to 120 in different ways using models, expanded form, and standard form.

114		4 + 10 + 100
standard form		expanded form

- We represented the same number in more than one way, using objects and pictures.

Some ways to make 103 include 10 towers of 10 cubes and 3 ones, and 8 towers of 10 cubes and 23 ones.

In this sub-unit . . .

- We found numbers that are greater than or less than other numbers.

63

greater than: _____73_____   less than: _____50_____

- -

- We ordered numbers and marked them with a point on an **open number line**.

37   7   107

0   7   37   107

🔥 *Math tip:* When ordering and marking numbers, it's helpful to think about the amount of tens and ones in each number.