

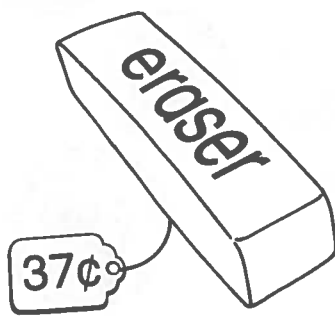
# Coin Combinations



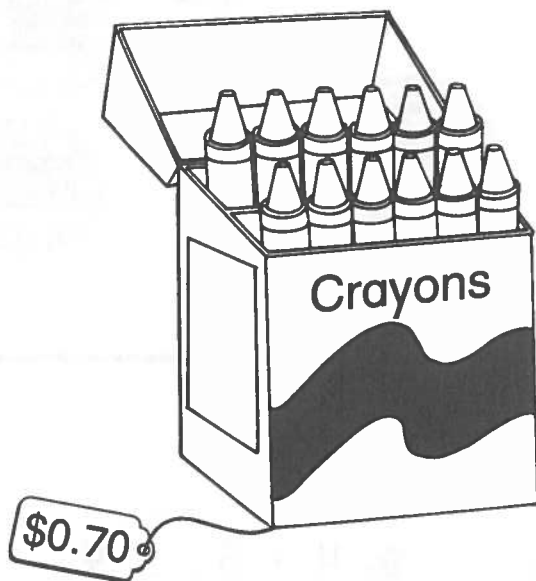
**Family Note** In the next lesson, we will extend our work with money to include dollars. In preparation for this, we have been practicing counting coins. If your child has difficulty with some problems on this page, use real coins to model the situations. Arrange the coins in groups of like coins and count the coins of the highest value first.

*Please return this Home Link to school tomorrow.*

## 1. Mark the coins you need to buy an eraser.



## 2. Mark the coins you need to buy a box of crayons.



**Coin Combinations** *continued*



Martina saved her money.  
How much did she save each month?

3. September Total: \_\_\_\_\_ ¢



4. October Total: \_\_\_\_\_ ¢



5. November Total: \_\_\_\_\_ ¢



6. December Total: \_\_\_\_\_ ¢



**Practice**

Write <, >, or =.

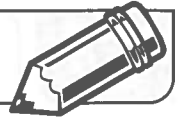
7. 13  42

8. 106  105

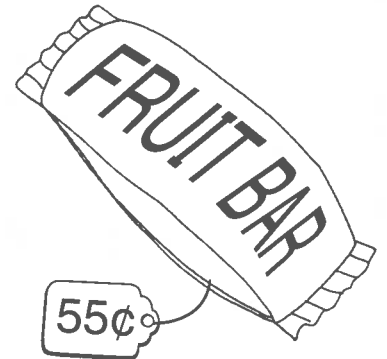
9. 4 + 5  9

LESSON  
8•1

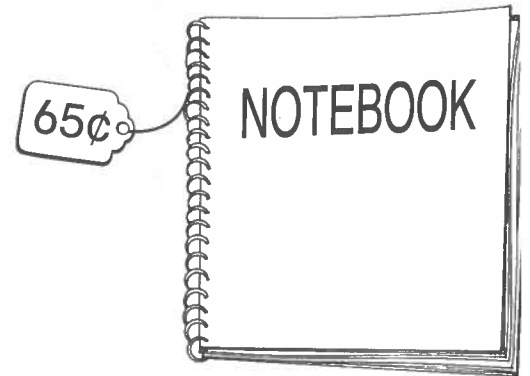
## Coin Riddles



1. Ian used 3 coins to buy a fruit bar. Show the coins.



2. Kelly used 5 coins to buy a notebook. Show the coins.



Show the same amount with fewer coins.

### Try This

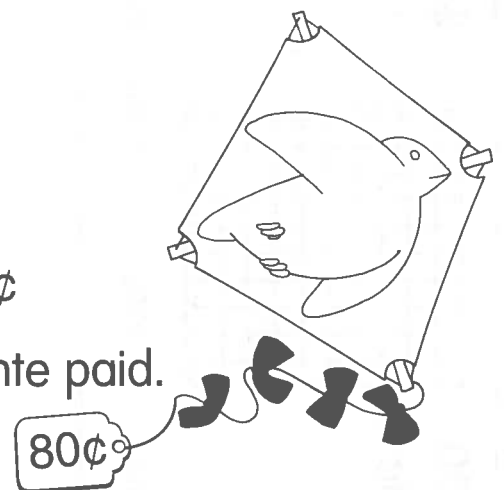
3. Heather and Dante bought a kite.

Heather paid 45¢.

Dante paid the rest.

How much did Dante pay? \_\_\_\_\_ ¢

Use 2 coins to show the amount Dante paid.



4. Make up a riddle of your own. On the back of this page, draw a picture that goes with your riddle.

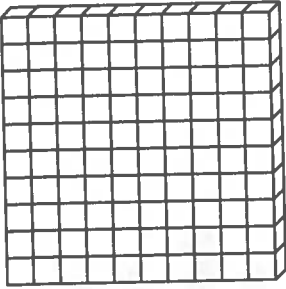


Name \_\_\_\_\_

Date \_\_\_\_\_

**LESSON**  
**8•2**

# Place-Value Mat



<p><b>\$1.00</b> <b>100¢</b></p>  <p><b>100s</b>   <b>Flats</b></p> <p><b>Dollars</b></p>	<p><b>\$0.10</b> <b>10¢</b></p>  <p><b>10s</b>   <b>Dimes</b></p> <p><b>Longs</b></p>	<p><b>\$0.01</b> <b>1¢</b></p>  <p><b>1s</b>   <b>Pennies</b></p> <p><b>Cubes</b></p>
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**HOME LINK**  
**8•2**

**Dollars and More**



**Family Note** Today we took a close look at a dollar bill. Since we have only begun to work with dollars, some of the problems on this page may be difficult for your child. If possible, use real money to model the problems. Start by counting the bills and coins in the example with your child.

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Show how you would pay for each item.

Use  \$1,  Q,  D,  N, or  P.

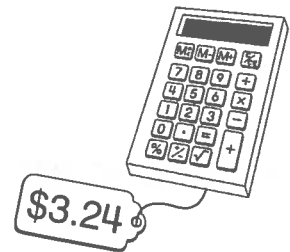
**Example:**



1.



2.



\$1  Q  Q  Q  D  D

3. Write this amount in two ways.

Q  Q  N  D  N  D  P  D  D  D

Total: \_\_\_\_\_ ¢                      \$ \_\_\_\_\_ .

Show this amount using fewer coins.

\_\_\_\_\_

**Practice**

4. Circle the tens place. Is the number odd or even?

86 \_\_\_\_\_

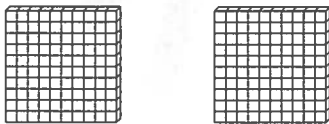
## More Riddles

**Family Note**

We are extending our work with base-10 blocks to include 100s. The base-10 block for 100 is called a "flat." Note that the blocks are not always shown in the same order. If your child finds some of the problems difficult, you might model them with dollar bills (for flats), dimes (for longs), and pennies (for cubes). These make good substitutes for base-10 blocks.

Ask your child to explain why there is a zero in the number in Problem 3. To practice reading 3-digit numbers, ask your child to read his or her answers to you.

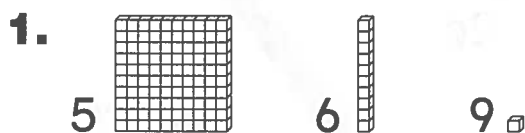
*Please return this Home Link to school tomorrow.*

**Hundreds****Tens****Ones**

Solve the riddles.

**Example:**

What am I? 257



What am I? \_\_\_\_\_



What am I? \_\_\_\_\_

3. 7 hundreds and 9 ones

What am I? \_\_\_\_\_

**Practice**

4. Grant has  $\text{\textcircled{Q}}$   $\text{\textcircled{Q}}$   $\text{\textcircled{Q}}$   $\text{\textcircled{D}}$   $\text{\textcircled{N}}$ . Joanna has  $\text{\textcircled{Q}}$   $\text{\textcircled{Q}}$   $\text{\textcircled{Q}}$   $\text{\textcircled{N}}$   $\text{\textcircled{P}}$ .

Who has more money? \_\_\_\_\_.

How much more money? \_\_\_\_\_ ¢