

INTRODUCTION

The *Coin-u-lator Worksheets* were developed by PCI's Janie Haugen for students who need extra help in learning to count coins. When used with the *Coin-u-lator*, this program provides two visual learning methods: realistic coin graphics and a money calculator with a large LCD screen. Effective with students of all ages in regular and special education classes, the worksheets were designed to produce high-quality photocopies making all four coins easy to identify and count.

The worksheets are organized into five sections: Penny, Nickel, Dime, Quarter and Mixed Coins. They are arranged in level of difficulty making the program an effective inclusive teaching tool for students with varying money math knowledge. Each section is arranged by denomination and then divided into three different formats: **COIN PRACTICE, COIN COUNT, AND COIN WRITE.**

COIN PRACTICE (Single Denomination) – The first worksheet format uses the Decimal Mode on the *Coin-u-lator*. Each problem begins with one coin and progresses upward adding one coin at a time (e.g., \$.01, \$.02, \$.03). A “helper guide” at the top of each page informs students of the value of each coin (e.g., Penny - Count by 1's, Nickel - Count by 5's, Dime - Count by 10's, Quarter - Count by 25's). Problems are simplistic by design to help students learn the values of all coins in conjunction with learning to use the *Coin-u-lator*.

COIN COUNT (Single Denomination) –The second type of worksheet uses the Dollars/Cents Mode on the *Coin-u-lator*. The problems have random money amounts which challenge students to pay closer attention to the exact number of coins to be counted. The “helper guide” has been removed so that students have to determine the correct value of the coins (e.g., 1¢, 5¢, 10¢, 25¢) in the problems.

COIN WRITE (Single Denomination) –The third type of worksheet uses the Decimal Mode on the *Coin-u-lator*. In each problem, the students have to determine the total amount of money by keeping an on-going subtotal as each coin is counted. The teacher can see at what point, if any, the student makes a mistake. Also, the teacher can assess whether the student is confused with switching values of different coin denominations or if there is a problem elsewhere in the counting process. The last coin in each problem has the word “Total” under it to signal students that the problem is solved.

COIN PRACTICE, COIN COUNT, COIN WRITE (Assorted Denominations) – The last section of worksheets utilizes all four coins and gives students practice in advanced coin counting. The coins are arranged in decreasing order of their value from quarter, dime, nickel to penny. When numerous coins are used in a problem, they are sorted into like rows to reinforce the important concept of sorting change before counting.

PCI's easy-to-use *Coin-u-lator* is being called a break-through in helping students learn the process of counting coins. Students who struggle with basic money concepts can use the money calculator as long as needed until the skills are mastered. After conquering the basics of coin counting with the *Coin-u-lator*, students can progress to completing the worksheets independently. This program prepares students for accurately using coins in everyday “real-life” situations.

GETTING STARTED

1. CHOOSING COIN-U-LATOR WORKSHEETS: The majority of students will benefit from completing the worksheets in the order in which they are presented: Penny, Nickel, Dime, Quarter and Mixed Coins. Review the *Coin-u-lator Worksheets* options on page 3 and decide which types are appropriate for students who need a more challenging format. For students already working on this program, refer to his or her Answer Key and Progress Chart to determine a starting point.

2. REVIEW THE FOUR COINS: (Optional) Using real money, review all four coins, ending with the value of each one. This prepares the group for using the *Coin-u-lator* and *Coin-u-lator Worksheets*.

Ask questions or directives such as: "What colors are the coins?, Which coin is the largest?, Which coin is the smallest?, Starting with the largest coin, name the coins in order of size., Which coins have smooth edges?, Which coins have rough edges?, Which President is on the front of each coin?, Which president is looking in the opposite direction from the other three?, What is on the back of each coin?, Name the common word and phrase on the front of all four coins., What is the value of each coin? and Name the coins in order of value.

3. HAND OUT WORKSHEETS AND COIN-U-LATORS: If using the *Coin-u-lator* for the first time, give a demonstration following its instruction guide. Then, ask participants to write their names and the date on the top of each *Coin-u-lator Worksheet*.

4. REVIEW INSTRUCTIONS: Read the instructions on the worksheets aloud. Explain to the students, that just like in reading, they will follow a left-to-right progression when counting the coins. Emphasize that when a row of coins ends, they should move their eyes to the beginning of the next row until all the money has been counted. As the program continues, less instruction should be given. For students who achieve a higher degree of success when using manipulatives, furnish realistic coins to place over the coin graphics. The realistic coins provide instant recall of the last coin counted. This adaptation is effective for students who are easily distracted and/or lose their place when counting coins.

5. OBSERVE PARTICIPANTS: Check participants' work near the beginning of the lesson, and periodically throughout, to make sure they understand how to complete the worksheets.

6. REVIEW ANSWERS: Have students check their own work. If all participants are working on the same level of worksheets, read the correct answers aloud. If participants are working on various levels, review each person's work on an individual basis. Explain any wrong answers and ask the student to correct any mistakes. Give assistance on an "as needed" basis only.

7. USING THE ANSWER KEY AND PROGRESS CHART: The Answer Key and Progress Chart should be reproduced for each student. This chart helps teachers maintain a record of the student's ability to obtain the correct answers independently and keep track of each participant's place in the program.


8. COMPLETING WORKSHEETS WITHOUT A COIN-U-LATOR: When a student masters this program using a *Coin-u-lator*, he or she may be ready to begin working the problems without the use of the money calculator. Knowing that many students will require an adjustment period of counting the coins independently, allow them to check their own work using the *Coin-u-lator*.

EXAMPLES OF COMPLETED "PENNY" WORKSHEETS

COIN-U-LATOR WORKSHEETS Name _____
Penny Practice Date _____


1. Choose Decimal Mode when using the Coin-u-lator. Count by 1's.
 2. How much money is in each problem? Write the answer.

1




\$.01

2




\$.02

3



\$.03

4



\$.04


1

PENNY PRACTICE

COIN-U-LATOR WORKSHEETS Name _____
Penny Count Date _____


1. Choose Dollars/Cents Mode when using the Coin-u-lator.
 2. How much money is in each problem? Write the answer.

1



11 Cents

2



5 Cents


5

PENNY COUNT

COIN-U-LATOR WORKSHEETS Name _____
Penny Write Date _____

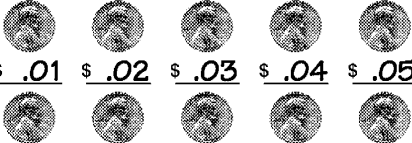
1. Choose Decimal Mode when using the Coin-u-lator.
 2. Write the new total under each penny as you count the coins.

1



\$.01 \$.02 \$.03 \$.04
TOTAL

2



\$.01 \$.02 \$.03 \$.04 \$.05
 \$.06 \$.07 \$.08 \$.09 \$.10
TOTAL

15

PENNY WRITE