Fun with Money takes a problem-solving approach to teaching money concepts. Each riddle is presented in a manner that will increase students’ reflective thinking and encourage cooperative learning. Students will recognize simple numeric patterns and begin developing a variety of methods for solving each riddle. Students are first asked to think about their response, show their partner their solution and then share their findings with the larger group. These activities are also perfect for individual use in a learning center.

With more than 100 hands-on riddles to solve and ten fun-filled games to play, students will receive plenty of practice identifying coins, finding coin equivalents, counting and making change.

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Fun with Money

Coin Activity Book

Carol A. Thorton and Judith K. Wells
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Fun with Money is a problem-solving approach to help children develop money concepts and skills. As a hands-on supplement, Fun with Money focuses on the following aspects of teaching and learning to use money:

- coin identification and values
- coin equivalents
- counting money amounts
- money sense and applications

The problem-solving activities are presented in interesting ways that involve children in cooperative learning groups and active learning situations emphasizing:

- exploring
- analyzing
- representing
- communicating
- validating
- predicting

It is suggested that children use real coins as they see, think, and then share the results of the activities. Activity cards can be used by children with the family at home.

Think-Tell-Share
Throughout Fun with Money, the following teaching-learning suggestion is emphasized:

Encourage children to:
- Think about their response.
- Tell or show their partner what they have thought or done.
- Share their findings or conclusions with the larger group.

In order to increase reflective thinking and constructive student discussion in the classroom, children can be encouraged first to think of their personal response to the tasks that are posed. They then can be given time to tell their partner what they think or show their partner a solution they have found with the coins. Then, when the children have had time to share their solution with their partner, children can be invited to share their findings with the larger group.

The activities in this book are also designed for individual use at a center. However students are still encouraged to share their findings by drawing or writing their solutions.

Using the Activities
The Teaching Notes preceding each major section provide specific ideas for introducing activities to a larger group so that small group, partner, or independent repetition of the activities may be more effective.
Teaching Notes: Coin Identification

**Preparation:** Duplicate the following pages on paper and cut them in half. Provide the coins indicated at the top of each page. Overhead coins or enlarged coins (magnetic or cardstock) for the chalkboard are desirable for introducing the activities.

**Introduction to Activities** *(whole group):* Display overhead or enlarged coins as shown in the diagram for each Warm-Up Riddle below. Then have students take turns reading the clues to a partner. Encourage students to think about and tell their partner which coin they think solves the riddle and why. After students have had time to work, call on several groups to share their thinking.

**Using the Activities in Cooperative Learning Groups**: Provide each group with Riddle Cards and the appropriate coins. Students should work together with a partner. Whole group wrap-up is desirable so that students can share their results.

*If necessary, riddle clues may be read by the teacher.

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**Warm-Up Riddle #1**

**Which coin am I?**

- I am showing heads.
- I am worth 5¢.

Coin Name ____________________

Coin Position __________________

---

**Warm-Up Riddle**

**Which coin am I?**

- I am copper.
- I am next to a dime.

Coin Name ____________________

Coin Position __________________
Card 1a  Coin Identification Riddles (Nickel and penny)

Which coin am I?

- I am to the right of the coin worth 1¢.
- I am not showing heads.

Tell my name, value, and position.

Coin Name ____________________
Coin Value ____________________
Coin Position __________________

Card 1b  Coin Identification Riddles (Nickel and penny)

Which coin am I?

- I am not a nickel.
- I am not showing tails.

Tell my name, value, and position.

Coin Name ____________________
Coin Value ____________________
Coin Position __________________
Card 2a  Coin Identification Riddles (Dime and penny)

**Which coin am I?**

- I am not between two tails.
- I am to the left of a penny.

Tell my name and position.

Coin Name ____________________
Coin Position __________________

Card 2b  Coin Identification Riddles (Dime and penny)

**Which coin am I?**

- I am above a head.
- I am worth 1¢.

Tell my name and position.

Coin Name ____________________
Coin Position __________________
Card 3a  Coin Identification Riddles (Dime, nickel, and penny)

Which coin am I?

• I have rough edges.
• I am showing tails.

Tell my name and position.

Coin Name ____________________
Coin Position __________________

Card 3b  Coin Identification Riddles (Dime, nickel, and penny)

Which coin am I?

• I am above a nickel.
• I am worth more than a nickel.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________
**Card 4a**  
Coin Identification Riddles (Dime, nickel, and penny)

**Which coin am I?**

- I am not between two heads.
- I am worth more than 1¢.

Tell my name and value.

Coin Name ____________________

Coin Value ____________________

**Card 4b**  
Coin Identification Riddles (Dime, nickel, and penny)

**Which coin am I?**

- I am worth more than a penny.
- I am not between two pennies.

Tell my name and value.

Coin Name ____________________

Coin Value ____________________
### Card 5a  Coin Identification Riddles (Quarter and nickel)

**Which coin am I?**

- I am above a coin of the same value.
- I have rough edges.

Tell my name, value, and position.

Coin Name ____________________  
Coin Value ____________________  
Coin Position __________________

### Card 5b  Coin Identification and Value Riddles (Quarter and nickel)

**Which coin am I?**

- I am above a nickel.
- I am showing heads.

Tell my name and position.

Coin Name ____________________  
Coin Position __________________
**Card 6a**  
Coin Identification Riddles (Quarter and dime)

*Which coin am I?*

- I am showing heads.
- I am worth more than 10¢.

Tell my name and position.

Coin Name ____________________  
Coin Position __________________

---

**Card 6b**  
Coin Identification Riddles (Quarter and dime)

*Which coin am I?*

- I am showing heads.
- I am worth more than the coin to my left.

Tell my name, value, and position.

Coin Name ____________________  
Coin Value ____________________  
Coin Position __________________
**Card 7a**  Coin Identification Riddles (Quarter, dime, and nickel)

*Which coin am I?*

- I have rough edges.
- I am showing heads.

Tell my name, value, and position.

Coin Name ____________________

Coin Value ____________________

Coin Position __________________

---

**Card 7b**  Coin Identification Riddles (Quarter, dime, and nickel)

*Which coin am I?*

- I am worth more than 5¢.
- I am not next to a nickel.

Tell my name and value.

Coin Name ____________________

Coin Value ____________________
Card 8a  Coin Identification Riddles (Quarter, dime, and nickel)

**Which coin am I?**

- I am worth more than 5¢.
- I am showing heads.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________

Card 8b  Coin Identification Riddles (Quarter, dime, and nickel)

**Which coin am I?**

- I have rough edges.
- I am showing tails.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________
Card 9a  Coin Identification Riddles (Quarter, dime, nickel, and penny)

Which coin am I?

• I do not have smooth edges.
• I am less than 25¢.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________

Card 9b  Coin Identification Riddles (Quarter, dime, nickel, and penny)

Which coin am I?

• I am not the biggest or the smallest coin.
• I am showing tails.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________
**Card 10a** Coin Identification Riddles (Quarter, dime, nickel, and penny)

*Which coin am I?*

- I am above a head.
- I am worth more than 5¢.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________

**Card 10b** Coin Identification Riddles (Quarter, dime, nickel, and penny)

*Which coin am I?*

- I am not copper.
- I am to the left of a tail.

Tell my name and value.

Coin Name ____________________
Coin Value ____________________
Teaching Notes: Coin Value and Equivalents

Preparation: Duplicate the following pages on paper and cut them into two parts. Provide coins indicated at the top of each page. Students will use them as a bank to work the activities and “make fair trades” for coins of equivalent value. Overhead coins or enlarged coins (magnetic or cardstock) for the chalkboard are desirable for introducing the activities.

Introduction to Activities* (whole group): Call on one student to carry out the first direction, and a second student to carry out the second direction. Encourage students to think about the problem, then tell their partner what should be done. After partners have had time to decide, call on several groups to share their thinking and actually place coins in the box on the overhead.

Using the Activities in Cooperative Learning Groups*: Provide each group with activity cards and appropriate coins. Students should work together with a partner. Whole group wrap-up is desirable so that students can share their results.

*If necessary, riddle clues may be read by the teacher.

Warm-Up Activity

Make fair trades

• Take 3 dimes and 10 pennies.

• Trade the pennies for a dime.

Use all the dimes to make 2 rows the same length in the box. Tell what you did.

____________________________________________

____________________________________________
**Card 11a  Coin Value and Equivalents (Nickels and pennies)**

*Make fair trades*

- Take 4 nickels and 10 pennies.
- Trade the pennies for more nickels.

Use all the nickels to make 2 rows the same length in the box. Tell what you did.

________________________________

________________________________

**Card 11b  Coin Value and Equivalents (Nickels and pennies)**

*Make fair trades*

- Take 1 nickel and 4 pennies.
- Trade the nickel for more pennies.

Use all the pennies to make 3 rows the same length in the box. Tell what you did.

____________________________________________

____________________________________________
**Make fair trades**

- Take 1 dime and 2 pennies.
- Trade the dime for more pennies.

Use all the pennies to make 4 rows the same length. Tell what you did.

__________________________________________

__________________________________________

**Card 12b  Coin Value and Equivalents (Dimes and pennies)**

**Make fair trades**

- Take 4 dimes and 10 pennies.
- Trade the pennies for a dime.

Use all the dimes to make 2 rows the same length. Tell what you did.

__________________________________________

__________________________________________
**Card 13a** Coin Value and Equivalents (Dimes, nickels, and pennies)

*Make fair trades*

- Take 1 dime, 1 nickel, and 5 pennies.

- Make fair trades so all your coins have the same value.

Use all your coins to make 2 columns the same length in the box. Tell what you did.

________________________________________________________________________

________________________________________________________________________

**Card 13b** Coin Value and Equivalents (Dimes, nickels, and pennies)

*Make fair trades*

- Take 4 nickels and 10 pennies.

- Trade the pennies for more nickels.

Use all the nickels to make 3 columns the same length in the box. Tell what you did.

________________________________________________________________________

________________________________________________________________________
**Card 14a** Coin Value and Equivalents (Quarters, dimes, and nickels)

*Make fair trades*

- Take 1 quarter and 4 nickels.

- Make fair trades so all your coins have the same value.

Use all your coins to make 3 rows the same length in the box. Tell what you did.

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**Card 14b** Coin Value and Equivalents (Quarters, dimes, and nickels)

*Make fair trades*

- Take 2 quarters.

- Make fair trades for dimes and nickels.

Make one column of dimes and one of nickels. How many dimes and nickels did you use?

________________________________

________________________________
Card 15a  Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)

**Make fair trades**

- Take 1 quarter, 1 dime, and 5 pennies.

- Make fair trades for more dimes.

Make one column of dimes.
How many dimes did you use?

______________________________

Card 15b  Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)

**Make fair trades**

- Take 1 quarter, 1 dime, and 1 nickel.

- Make fair trades for more nickels.

Make 2 columns of nickels.
How many nickels did you use?

______________________________
**Card 16a Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)**

*Make fair trades*

- Take 1 quarter, 5 nickels, 2 dimes, and 5 pennies.

- Make fair trades for 3 coins the same value.

Make one row using the coins. What is the name of the coins you used?

________________________________

**Card 16b Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)**

*Make fair trades*

- Take 2 quarters, 1 nickel, 2 dimes, and 5 pennies.

- Make fair trades for 8 coins the same value.

Make 2 columns using all the coins. What is the name of the coins you used?

________________________________
**Card 17a** Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)

*Make fair trades*

- Take 2 dimes, 4 nickels, and 5 pennies.

- Trade for the fewest number of coins.

Now fill the grid with the coins. What coins did you use?

________________________________

**Card 17b** Coin Value and Equivalents (Quarters, dimes, nickels, and pennies)

*Make fair trades*

- Take 1 quarter, 5 pennies, 2 dimes, and 1 nickel.

- Trade the fewest number of coins.

Now fill the grid with the coins. What coins did you use?

________________________________
**Card 18a Coin Value and Equivalents (Fair trades for one dollar)**

*Make fair trades*

- Take 5 dimes, 9 nickels, and 5 pennies.
- Trade for the fewest number of similar coins.

Now fill the grid with the coins. What coins did you use?

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**Card 18b Coin Value and Equivalents (Fair trades for one dollar)**

*Make fair trades*

- Take 2 quarters, 2 dimes, 5 nickels, and 5 pennies.
- Trade for the fewest number of coins.

Now fill the grid with the coins. What coins did you use?

__________________________________
Preparation: Duplicate the pages on paper and cut them into two parts. Provide the coins indicated at the top of each page. Overhead coins or enlarged coins (magnetic or cardstock) for the chalkboard are desirable for introducing the activities.

Introduction to Activities It is suggested that each set of activities be introduced with a whole group warm-up, after which students can use the activities in cooperative learning groups as described below.

After each exercise, give partners time to think and discuss. Then call on students to share and demonstrate their thinking by placing coins and/or moving them on the overhead/chalkboard.

Counting to 50¢: Warm-Up Activities*: Teachers who wish to go directly to activities for $1 could use the Warm-Ups below or pages from the Counting to 50¢ section involving quarters.

Counting Riddles 1. On the chalkboard, write the following:

Use dimes, nickels, and pennies to show the answer.

- Show 18¢.
- Use 5 coins total.

Tell students the coin outlines on the card may help them. Please note the outlines on the coins equal the size of real coins. Play coin sizes may vary. If students need further assistance you may want to help the students first show 8¢ and then show 10¢.

Students should work in pairs to solve the riddle. One student is responsible for the first clue; the other is responsible for the second. (Ans: 1d, 1n, 3p)

Show 2 Ways. On the chalkboard, write the following:

Use nickels and pennies.
Show 13¢.
- Use 5 coins.
- Now use 9 coins.

Working in pairs, one student uses 5 coins to show the money value in the piggy bank, and the other uses 9 coins to show the same value. Students show their partner what was done. (Ans: 2n, 3p and 1n, 8 p)

Could You Pay? On the chalkboard, write the following:

Use dimes, nickels, and pennies to show 14¢.
Could you pay this amount with
- 3 coins?
- 4 coins?
- 5 coins?

Ask students to work with a partner and use coins to decide how many coins could be used to pay this amount. (Ans: 5 coins)

Ask the most number of coins that could be used to pay (Ans: 14 coins).

*If necessary, riddle clues may be read by the teacher.
Move Two Coins. On the chalkboard, write the following:

Use nickels and pennies to show the value.
- Show 16¢ with 4 coins.
- Show 28¢ with 8 coins.

Move 2 coins so the value in each group is the same. How many coins are in each group? What is the value of each group?

Working in pairs, one student carries out the first direction; the other is responsible for the second. Together, they decide which 2 coins to move. (Move 1n, 1p from 28¢ group to 16¢ group.) Have students tell the new amount in each group.

Help students recognize that they should match the coins the two groups already have in common to see what coins are different in each group. Students should then move the coins that are different.

Swapping Coins. Same as above, but students swap one coin in one group for one coin in the other group. The coins the students swap do not have to be a “fair trade.”

Counting Riddles 2. On the chalkboard, write the following:

Use nickels and pennies to solve the riddle.
- I am 7 coins total.
- I have fewer pennies than nickels.
- I have a value less than 50¢.

Students use coins and work together to solve the riddle. (Ans: 4n, 3p or 5n, 2p)

What’s in the Bank? On the chalkboard, write the following:

Use dimes, nickels and pennies

What’s in the bank?
- You need 26¢ in all.
- How much do you need to take out of the bank?

Coins you have

10¢

Students use coins and work with a partner to decide what coins they need to take out of the bank to make the total amount needed. Encourage students to try to find more than 1 solution (e.g. 1d, 6p; or 1d, 1n, 1p...).

Using the Activities in Cooperative Learning Groups: Provide each group with activity cards and the appropriate coins. Students should work together with a partner. If necessary, activity directions may be read by the teacher. Whole group wrap-up is desirable so that students can share their results.
Card 19a  Counting to 50¢: Counting Riddles 1

*Use nickels and pennies to show the answer to the riddle.*

- I am worth 22¢.
- I am 6 coins total.

Card 19b  Counting to 50¢: Counting Riddles 1

*Use nickels and pennies to show the answer to the riddle.*

- I am worth 29¢.
- I am 9 coins total.
Use dimes and pennies to show the answer to the riddle.

- I am worth 33¢.
- I am 6 coins total.

---

Card 20b  Counting to 50¢: Counting Riddles 1

Use dimes and pennies to show the answer to the riddle.

- I am worth 45¢.
- I am 9 coins total.
Use dimes, nickels, and pennies to show the answer to the riddle.

- I am worth 17¢.
- I am 4 coins total.

---

Use dimes, nickels, and pennies to show the answer to the riddle.

- I am worth 42¢.
- I am 8 coins total.
Card 22a  Counting to 50¢: Counting Riddles 1

Use dimes, nickels, and pennies to show the answer to the riddle.

• I am worth 34¢.

• I am 8 coins total.

Card 22b  Counting to 50¢: Counting Riddles 1

Use dimes, nickels, and pennies to show the answer to the riddle.

• I am worth 38¢.

• I am 7 coins total.
Card 23a  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

Show 10¢
• Use 6 coins.
• Now use 2 coins.

Tell what you did.
____________________________________________
____________________________________________

Card 23b  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

Show 15¢
• Use 3 coins.
• Now use 7 coins.

Tell what you did.
____________________________________________
____________________________________________
**Card 24a**  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

Show 20¢
- Use 4 coins.
- Now use 8 coins.

Tell what you did.

_________________________________________________________________

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**Card 24b**  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

Show 25¢
- Use 9 coins.
- Now use 5 coins.

Tell what you did.

_________________________________________________________________

_________________________________________________________________
Use nickels and pennies to show the value.

Show 12¢
• Use 8 coins.
• Now use 4 coins.

Tell what you did.

________________________________________________________________________

________________________________________________________________________

Use nickels and pennies to show the value.

Show 18¢
• Use 6 coins.
• Now use 10 coins.

Tell what you did.

________________________________________________________________________

________________________________________________________________________
Card 26a  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

**Show 23¢**
- Use 11 coins.
- Now use 7 coins.

Tell what you did.

________________________________________

________________________________________

Card 26b  Counting to 50¢: Show 2 Ways

*Use nickels and pennies to show the value.*

**Show 28¢**
- Use 8 coins.
- Now use 12 coins.

Tell what you did.

________________________________________

________________________________________
**Card 27a** Counting to 50¢: Show 2 Ways

*Use dimes and pennies to show the value.*

Show 15¢
- Use 15 coins.
- Now use 6 coins.

Tell what you did.

__________________________________________________________________________

__________________________________________________________________________

**Card 27b** Counting to 50¢: Show 2 Ways

*Use dimes and pennies to show the value.*

Show 23¢
- Use 14 coins.
- Now use 5 coins.

Tell what you did.

__________________________________________________________________________

__________________________________________________________________________
Card 28a  Counting to 50¢: Show 2 Ways

*Use dimes and pennies to show the value.*

Show 18¢
- Use 18 coins.
- Now use 9 coins.

Tell what you did.

____________________________________________

____________________________________________

Card 28b  Counting to 50¢: Show 2 Ways

*Use dimes and pennies to show the value.*

Show 34¢
- Use 16 coins.
- Now use 7 coins.

Tell what you did.

____________________________________________

____________________________________________
Use dimes and pennies to show the value.

Show 26¢

• Use 8 coins.
• Now use 17 coins.

Tell what you did.

____________________________________________

____________________________________________

Card 29b  Counting to 50¢: Show 2 Ways

Use dimes and pennies to show the value.

Show 43¢

• Use 16 coins.
• Now use 7 coins.

Tell what you did.

____________________________________________

____________________________________________
Card 30a  Counting to 50¢: Show 2 Ways

Use dimes and pennies to show the value.

Show 41¢
• Use 14 coins.
• Now use 5 coins.

Tell what you did.

____________________________________________

____________________________________________

Card 30b  Counting to 50¢: Show 2 Ways

Use dimes and pennies to show the value.

Show 32¢
• Use 5 coins.
• Now use 14 coins.

Tell what you did.

____________________________________________

____________________________________________
Card 31a  Counting to 50¢: Could You Pay?

Use dimes, nickels, and pennies to show the value on the price tag.

Could you pay this amount with
• 2 coins? _________
• 3 coins? _________
• 4 coins? _________

What is the greatest number of coins you could use?
__________________________________________

Card 31b  Counting to 50¢: Could You Pay?

Use dimes, nickels, and pennies to show the value on the price tag.

Could you pay this amount with
• 6 coins? _________
• 7 coins? _________
• 8 coins? _________

What is the fewest number of coins you could use?
__________________________________________
Card 32a  Counting to 50¢:  Could You Pay?

*Use dimes, nickels, and pennies to show the value on the price tag.*

28¢

Could you pay this amount with

• 7 coins? __________
• 8 coins? __________
• 9 coins? __________

What is the fewest number of coins you could use?

______________________________

Card 32b  Counting to 50¢:  Could You Pay?

*Use dimes, nickels, and pennies to show the value on the price tag.*

34¢

Could you pay this amount with

• 7 coins? __________
• 8 coins? __________
• 9 coins? __________

What is the greatest number of coins you could use?

______________________________
Card 33a  Counting to 50¢: Move 2 Coins

Use nickels and pennies to show the values.

• Show 17¢ with 5 coins.
• Show 29¢ with 9 coins.

Move 2 coins so the value in each group is the same. How many coins are in each group?

______________________________

What is the value of each group?

______________________________

Card 33b  Counting to 50¢: Move 2 Coins

Use nickels and pennies to show the values.

• Show 45¢ with 13 coins.
• Show 33¢ with 9 coins.

Move 2 coins so the value in each group is the same. How many coins are in each group?

______________________________

What is the value of each group?

______________________________
Card 34a  Counting to 50¢: Move 2 Coins

*Use dimes and pennies to show the values.*

• Show 25¢ with 7 coins.

• Show 47¢ with 11 coins.

Move 2 coins so the value in each group is the same. How many coins are in each group?

______________________________

What is the value of each group?

______________________________

Card 34b  Counting to 50¢: Move 2 Coins

*Use dimes and pennies to show the values.*

• Show 36¢ with 9 coins.

• Show 14¢ with 5 coins.

Move 2 coins so the value in each group is the same. How many coins are in each group?

______________________________

What is the value of each group?

______________________________
**Card 35a  Counting to 50¢: Swapping Coins**

*Use dimes, nickels, and pennies to show the values.*

- Show 12¢ with 4 coins.
- Show 22¢ with 4 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

______________________________

What is the value of each group?

______________________________

**Card 35b  Counting to 50¢: Swapping Coins**

*Use dimes, nickels, and pennies to show the values.*

- Show 28¢ with 6 coins.
- Show 10¢ with 6 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

______________________________

What is the value of each group?

______________________________
Card 36a  Counting to 50¢: Swapping Coins

*Use dimes, nickels, and pennies to show the values.*

- Show 46¢ with 6 coins.
- Show 28¢ with 6 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

________________________________________

What is the value of each group?

________________________________________

Card 36b  Counting to 50¢: Swapping Coins

*Use dimes, nickels, and pennies to show the values.*

- Show 31¢ with 6 coins.
- Show 41¢ with 6 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

________________________________________

What is the value of each group?

________________________________________
Use nickels and pennies to solve the riddle.

• I am 6 coins total.

• I have more than 2 nickels.

• I have a value less than 30¢.

Tell all the ways you found to solve the riddle.

____________________________________________

____________________________________________

____________________________________________

Use nickels and pennies to solve the riddle.

• I am 8 coins total.

• I have fewer pennies than nickels.

• I have a value less than 30¢.

Tell all the ways you found to solve the riddle.

____________________________________________

____________________________________________

____________________________________________
Card 38a  Counting to 50¢: Counting Riddles 2

Use dimes and pennies to solve the riddle.

• I am 7 coins total.

• I have more pennies than dimes.

• I have a value less than 45¢.

Tell all the ways you found to solve the riddle.

____________________________________________

____________________________________________

____________________________________________

Card 38b  Counting to 50¢: Counting Riddles 2

Use dimes and pennies to solve the riddle.

• I am 9 coins total.

• I have less than 5 dimes.

• I have a value less than 50¢.

Tell all the ways you found to solve the riddle.

____________________________________________

____________________________________________

____________________________________________
Card 39a  Counting to 50¢: What’s in the Bank?

*Use dimes, nickels, and pennies.*

What’s in the Bank?

- You need 25¢ in all.
- How much do you need to take out of the bank?

______________________________

Card 39b  Counting to 50¢: What’s in the Bank?

*Use dimes, nickels, and pennies.*

What’s in the Bank?

- You need 36¢ in all.
- How much do you need to take out of the bank?

______________________________
Card 40a  Counting to 50¢: What’s in the Bank?

Use dimes, nickels, and pennies.

What’s in the Bank?

• You need 43¢ in all.

• How much do you need to take out of the bank?

______________________________

• Did you take out more or less than you started with?

______________________________

Card 40b  Counting to 50¢: What’s in the Bank?

Use dimes, nickels, and pennies.

What’s in the Bank?

• You need 37¢ in all.

• How much do you need to take out of the bank?

______________________________

• Did you take out more or less than you started with?

______________________________
**Card 41a**  Counting to $1: Counting Riddles 1

*Use quarters, dimes, nickels, and pennies to show the answer to the riddle.*

- I am 54¢.
- I am 8 coins total.

**Card 41b**  Counting to $1: Counting Riddles 1

*Use quarters and dimes to show the answer to the riddle.*

- I am 80¢.
- I am 5 coins total.
Card 42a Counting to $1: Counting Riddles 1

Use quarters, dimes, and pennies to show the answer to the riddle.

• I am 77¢.

• I am 8 coins total.

Card 42b Counting to $1: Counting Riddles 1

Use quarters, nickels, and pennies to show the answer to the riddle.

• I am 89¢.

• I am 9 coins total.
Use quarters, nickels, and pennies to show the answer to the riddle.

- I am 62¢.

- I am 6 coins total.

Use quarters, dimes, and nickels to show the answer to the riddle.

- I am 75¢.

- I am 5 coins total.
Card 44a  Counting to $1: Counting Riddles 1

Use quarters, nickels, and pennies to show the answer to the riddle.

• I am 82¢.

• I am 6 coins total.

Card 44b  Counting to $1: Counting Riddles 1

Use quarters, dimes, nickels, and pennies to show the answer to the riddle.

• I am 99¢.

• I am 11 coins total.
**Card 45a  Counting to $1: Show 2 Ways**

*Use quarters and nickels to show the value.*

Show 30¢

- Use 2 coins.
- Now use 6 coins.

Tell what you did.

__________________________

__________________________

**Card 45b  Counting to $1: Show 2 Ways**

*Use quarters and nickels to show the value.*

Show 55¢

- Use 7 coins.
- Now use 3 coins.

Tell what you did.

__________________________

__________________________
**Card 46a  Counting to $1: Show 2 Ways**

*Use quarters and dimes to show the value.*

**Show 70¢**
- Use 7 coins.
- Now use 4 coins.

Tell what you did.

________________________________________________________________________
________________________________________________________________________

**Card 46b  Counting to $1: Show 2 Ways**

*Use quarters and dimes to show the value.*

**Show 90¢**
- Use 6 coins.
- Now use 9 coins.

Tell what you did.

________________________________________________________________________
________________________________________________________________________
Card 47a  Counting to $1: Show 2 Ways

*Use quarters, dimes, and nickels to show the value.*

Show 75¢
- Use 5 coins.
- Now use 7 coins.

Tell what you did.

__________________________________________________________________
__________________________________________________________________

Card 47b  Counting to $1: Show 2 Ways

*Use quarters, dimes, and nickels to show the value.*

Show 95¢
- Use 6 coins.
- Now use 9 coins.

Tell what you did.

__________________________________________________________________
__________________________________________________________________

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Card 48a Counting to $1: Show 2 Ways

Use quarters, dimes, and nickels to show the value.

Show 45¢
- Use 4 coins.
- Now use 5 coins.

Tell what you did.
____________________________________________
____________________________________________

Card 48b Counting to $1: Show 2 Ways

Use quarters, dimes, and nickels to show the value.

Show 80¢
- Use 8 coins.
- Now use 7 coins.

Tell what you did.
____________________________________________
____________________________________________
Use quarters, dimes, nickels, and pennies to show the value.

Show 76¢
• Use 4 coins.
• Now use 6 coins.

Tell what you did.

__________________________________________________________________________
__________________________________________________________________________

Card 49a  Counting to $1: Show 2 Ways

Use quarters, dimes, nickels, and pennies to show the value.

Show 82¢
• Use 7 coins.
• Now use 9 coins.

Tell what you did.

__________________________________________________________________________
__________________________________________________________________________

Card 49b  Counting to $1: Show 2 Ways
Card 50a  Counting to $1: Could You Pay?

Use quarters, dimes, nickels, and pennies
to show the value on the price tag.

Could you pay this amount with

• 7 coins? __________
• 8 coins? __________
• 9 coins? __________

What is the fewest number of coins you could use?

______________________________

Card 50b  Counting to $1: Could You Pay?

Use quarters, dimes, nickels, and pennies
to show the value on the price tag.

Could you pay this amount with

• 6 coins? __________
• 9 coins? __________
• 12 coins? __________

What is the greatest number of coins you could use?

______________________________
**Card 51a**  Counting to $1: Could You Pay?

*Use quarters, dimes, nickels, and pennies to show the value on the price tag.*

Could you pay this amount with

- 5 coins? ___________
- 9 coins? ___________
- 13 coins? ___________

What is the fewest number of coins you could use?

______________________________

**Card 51b**  Counting to $1: Could You Pay?

*Use quarters, dimes, nickels, and pennies to show the value on the price tag.*

Could you pay this amount with

- 5 coins? ___________
- 10 coins? ___________
- 15 coins? ___________

What is the fewest number of coins you could use?

______________________________
Card 52a  Counting to $1: Move 2 Coins

Use quarters, dimes, and nickels to show the values.

• Show 80¢ with 5 coins.
• Show 40¢ with 3 coins.

Move 2 coins so the value in each group is the same. What coins did you move?

______________________________

What is the value of each group?

______________________________

Card 52b  Counting to $1: Move 2 Coins

Use quarters, dimes, and nickels to show the values.

• Show 65¢ with 4 coins.
• Show 35¢ with 2 coins.

Move 2 coins so the value in each group is the same. What coins did you move?

______________________________

What is the value of each group?

______________________________
**Card 53a  Counting to $1: Move 2 Coins**

*Use quarters, dimes, nickels, and pennies to show the values.*

- Show 55¢ with 3 coins.
- Show 85¢ with 6 coins.

Move 2 coins so the value in each group is the same. What coins did you move?

____________________________________

What is the value of each group?

____________________________________

**Card 53b  Counting to $1: Move 2 Coins**

*Use quarters, dimes, nickels, and pennies to show the values.*

- Show 32¢ with 4 coins.
- Show 72¢ with 6 coins.

Move 2 coins so the value in each group is the same. What coins did you move?

____________________________________

What is the value of each group?

____________________________________
Card 54a  Counting to $1: Swapping Coins

*Use quarters, dimes, nickels, and pennies to show the values.*

- Show 16¢ with 4 coins.
- Show 56¢ with 5 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

______________________________

What is the value of each group?

______________________________

Card 54b  Counting to $1: Swapping Coins

*Use quarters, dimes, nickels, and pennies to show the values.*

- Show 72¢ with 6 coins.
- Show 54¢ with 8 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

______________________________

What is the value of each group?

______________________________
Use 

quarters, dimes, nickels, and pennies to show the values.

- Show 61¢ with 7 coins.
- Show 71¢ with 5 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

____________________________________

What is the value of each group?

____________________________________

Card 55b  Counting to $1: Swapping Coins

Use 

quarters, dimes, nickels, and pennies to show the values.

- Show 47¢ with 6 coins.
- Show 77¢ with 7 coins.

Swap one coin for another so each group has the same value. What two coins did you swap?

____________________________________

What is the value of each group?

____________________________________
Use dimes, nickels, and pennies to solve the riddle.

- I am 10 coins.
- I have at least 1 dime, 1 nickel, and 1 penny.
- I have a value greater than 50¢

Tell all the ways you found to solve the riddle.

__________________________
__________________________
__________________________

Use dimes, nickels, and pennies to solve the riddle.

- I am 9 coins.
- I have at least 2 nickels.
- I have a value greater than 60¢

Tell all the ways you found to solve the riddle.

__________________________
__________________________
__________________________
Use quarters, dimes, nickels, and pennies to solve the riddle.

- I am 6 coins.
- I have at least 2 quarters.
- I have a value of $1 or less.

Tell all the ways you found to solve the riddle.

____________________________________________
____________________________________________
____________________________________________

---

Use quarters, dimes, nickels, and pennies to solve the riddle.

- I am 7 coins.
- I have at least 2 nickels.
- I have a value of less than $1.

Tell all the ways you found to solve the riddle.

____________________________________________
____________________________________________
____________________________________________
Card 58a  Counting to $1: What’s in the Bank?

Use quarters, dimes, nickels, and pennies.

What’s in the Bank?

• You need 82¢ in all.

• How much do you need to take out of the bank?

______________________________

Card 58b  Counting to $1: What’s in the Bank?

Use quarters, dimes, nickels, and pennies.

What’s in the Bank?

• You need 63¢ in all.

• How much do you need to take out of the bank?

______________________________
Card 59a  Counting to $1: What’s in the Bank?

Use quarters, dimes, nickels, and pennies.

What’s in the Bank?

• You need 73¢ in all.

• How much do you need to take out of the bank?

______________________________

• Did you take out more or less than you started with?

______________________________

Card 59b  Counting to $1: What’s in the Bank?

Use quarters, dimes, nickels, and pennies.

What’s in the Bank?

• You need 67¢ in all.

• How much do you need to take out of the bank?

______________________________

• Did you take out more or less than you started with?

______________________________
Money Games

This section contains three basic types of games emphasizing money sense and applications. The three type of games build upon each other starting with having enough money to buy one specific item having enough money to buy two items, and counting back change. Some general comments can be made about the games:

• All games are for 2-4 players. Three players work best.
• If possible, provide real coins for the games. Only realistic play coins should be considered as an alternative.
• Games assume that no sales tax is charged.
• Games vary to match the concept and skill level of the child. This is accomplished by varying the amounts of money on the cards.
• Picture decks contain pictures of items with price tags.
• Coin decks show coins that can be used to “purchase” items pictured on the cards.
• Cost decks present an amount of money that may be taken from the bank and used in the “purchase” of items pictured on the cards.

The following materials are needed to play the games:
• Picture Deck 1: Amounts to 50¢ (p. 71)
• Coin Deck 1: Amounts to 50¢ (p. 72)
• Cost Deck 1: Amount to 50¢ (p. 73)
• Picture Deck 2: Amounts to $1 (p. 74)
• Coin Deck 2: Amounts to $1 (p. 75)
• Cost Deck 2: Amounts to $1 (p. 76)

Specific coins will also be needed for each of the games. Games 1, 2, 7, and 8 require Set A. Games 3, 4, 5, 6, 9, and 10 require set B.
Set A: 8 quarters, 10 dimes, 20 nickels, 20 pennies
Set B: 12 quarters, 10 dimes, 20 nickels, 20 pennies

Suggestions for Using the Games

Whole Class: To introduce the games, play teacher against the entire class. Appoint a student as banker. The banker is in charge of the coins.

During the game, talk aloud on your turn to model appropriate thinking. On their turn, encourage students to:
Think – Students work independently with coins to count and compare money amounts and make the decision called for in the game.
Tell – Students tell their partner what they decided.
Share – When sufficient time has been allowed for partner interaction, students can be called upon to share their thinking with others in the class.

In Games 5-6, encourage non-paper/pencil approaches to finding the total cost (estimation and mental strategies or calculators).

Cooperative Learning Groups: Cut apart the direction cards so several groups of students can play the games at the same time. Game packets can also be placed in learning centers.

Variations
1. In determining a winner, students might:
• use calculators to see whose picture cards have the greatest total value.
• keep a running total of the value of their picture cards. The winner is the first to reach a predetermined total value.
2. In Games 5-6, students buy the item that costs less.
3. In Games 9-10, students pay each time with a one-dollar bill they have created on paper or an index card.
## Money Games Summary

<table>
<thead>
<tr>
<th>Games</th>
<th>Focus</th>
<th>Card decks needed</th>
<th>Coins needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Enough Money to Buy</td>
<td>Money to 50¢: Coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Coin 1, Picture 1</td>
<td>Set A</td>
</tr>
<tr>
<td>2  Enough Money to Buy</td>
<td>Money to 50¢: Coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Cost 1, Picture 1</td>
<td>Set A</td>
</tr>
<tr>
<td>3  Enough Money to Buy</td>
<td>Money to $1: Coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Coin 2, Picture 2</td>
<td>Set B</td>
</tr>
<tr>
<td>4  Enough Money to Buy</td>
<td>Money to $1: Coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Cost 2, Picture 2</td>
<td>Set B</td>
</tr>
<tr>
<td>5  Enough Money to Buy Both</td>
<td>Money to $1: Mental estimation/addition; coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Coin 2, Picture 1</td>
<td>Set B</td>
</tr>
<tr>
<td>6  Enough Money to Buy Both</td>
<td>Money to $1: Mental estimation/addition; coin identification; value equivalents; counting &amp; comparing money amounts</td>
<td>Cost 2, Picture 1</td>
<td>Set B</td>
</tr>
<tr>
<td>7  Count the Change 1</td>
<td>Money to 50¢: Coin identification; value equivalents; counting &amp; comparing money amounts; counting change</td>
<td>Coin 1, Picture 1</td>
<td>Set A</td>
</tr>
<tr>
<td>8  Count the Change 2</td>
<td>Money to 50¢: Coin identification; value equivalents; counting &amp; comparing money amounts; counting change</td>
<td>Cost 1, Picture 1</td>
<td>Set A</td>
</tr>
<tr>
<td>9  Count the Change 3</td>
<td>Money to $1: Coin identification; value equivalents; counting &amp; comparing money amounts; counting change</td>
<td>Coin 2, Picture 2</td>
<td>Set B</td>
</tr>
<tr>
<td>10 Count the Change 4</td>
<td>Money to $1: Coin identification; value equivalents; counting &amp; comparing money amounts; counting change</td>
<td>Cost 2, Picture 2</td>
<td>Set B</td>
</tr>
</tbody>
</table>
### Getting Ready to Play

- Choose a banker to get the coin deck, picture deck, and money from the teacher.
- Mix the coin cards and place them face down in a pile.
- Mix the picture cards and place them in a second pile, face down.
- Each player draws a coin card. Player with the most money goes first.

### Game Directions

1. On your turn, draw a coin card and a picture card.
2. Trade the coin card for coins from the bank.
3. Tell if you have enough money to buy the item on the picture card.
   - If so, give exact amount to the banker. (Make fair trades with other players if necessary.) Keep the picture card. Extra coins may be used on your next turn.
   - If not, put picture card on discard pile. Mix discard piles and use again as needed.
4. It is the next player’s turn.
5. Play ends when all the picture cards are used or time is called.

**Winner:** Player with most picture cards wins. If players have the same number of picture cards, the player with the most money wins.
Game 5

**Enough to Buy Both?**

**Getting Ready to Play**
- Banker gets coin deck, picture deck, and money from teacher.
- Mix the coin cards and place them face down in a pile.
- Mix the picture cards and place them in a second pile, face down.
- Each player draws a coin card. Player with the most money goes first.

**Game Directions**
1. On your turn, draw a coin card and two picture cards.
2. Trade the coin card for coins from the bank.
3. Tell if you have enough money to buy both items on the picture cards.
   - If so, give exact amount to the banker. (Make fair trades with other players if necessary.) Keep the picture card. Extra coins may be used on your next turn.
   - If not, put picture card on discard pile. Mix discard piles and use again as needed.
4. It is the next player’s turn.
5. Play ends when all the picture cards are used or time is called.

**Winner:** Player with most picture cards wins. If players have the same number of picture cards, the player with the most money wins.

---

Game 6

**Enough to Buy Both?**

**Getting Ready to Play**
- Banker gets cost deck, picture deck and money from teacher.
- Mix the cost cards and place them face down in a pile.
- Mix the picture cards and place them in a second pile, face down.
- Each player draws a cost card. Player with the most money goes first.

**Game Directions**
1. On your turn, draw a cost card and two picture cards.
2. Trade the coin card for coins from the bank.
3. Tell if you have enough money to buy both items on the picture cards.
   - If so, give exact amount to the banker. (Make fair trades with other players if necessary.) Keep the picture card. Extra coins may be used on your next turn.
   - If not, put picture card on discard pile. Mix discard piles and use again as needed.
4. It is the next player’s turn.
5. Play ends when all the picture cards are used or time is called.

**Winner:** Player with most picture cards wins. If players have the same number of picture cards, the player with the most money wins.
Games 7 and 9  
**Count the Change**

**Getting Ready to Play**
- Get coin deck, picture deck and money from teacher.  
- Mix each deck and form two piles, each face down.  
- Each player draws a coin card. Player with the most money goes first. Player to the right of this person is the banker.

**Game Directions**
1. On your turn, draw a coin card and a picture card.
2. Trade the coin card for coins from the bank.
3. Tell if you have enough money to buy the item on the picture card.  
   - If so, pay the banker, who (when needed) counts up from the cost to make change.  
     Player keeps picture card and extra coins, which may be used on your next turn.  
   - If not, put picture card on discard pile. Mix discard piles and use again as needed.
4. It is the next player’s turn.
5. Play ends when all the picture cards are used or time is called.

**Winner:** Player with most picture cards wins. If players have the same number of picture cards, the player with the most money wins.

---

Games 8 and 10  
**Count the Change**

**Getting Ready to Play**
- Get cost deck, picture deck and money from teacher.  
- Mix each deck and form two piles, each face down.  
- Each player draws a cost card. Player with the most money goes first. Player to the right of this person is banker.

**Game Directions**
1. On your turn, draw a cost card and a picture card.
2. Trade the cost card for coins from the bank.
3. Tell if you have enough money to buy both items on the picture cards.  
   - If so, pay the banker, who (when needed) counts up from the cost to make change.  
     Player keeps picture card and extra coins, which may be used on next your turn.  
   - If not, put picture card on discard pile. Mix discard piles and use again as needed.
4. It is the next player’s turn. You become the banker.
5. Play ends when all the picture cards are used or time is called.

**Winner:** Player with most picture cards wins. If players have the same number of picture cards, the player with the most money wins.
Coin Deck 1 (to 50¢) for Games 1, 7

[Images of various coin illustrations]
<table>
<thead>
<tr>
<th>20¢</th>
<th>30¢</th>
<th>40¢</th>
</tr>
</thead>
<tbody>
<tr>
<td>25¢</td>
<td>35¢</td>
<td>45¢</td>
</tr>
<tr>
<td>30¢</td>
<td>35¢</td>
<td>15¢</td>
</tr>
<tr>
<td>20¢</td>
<td>25¢</td>
<td>50¢</td>
</tr>
</tbody>
</table>
Picture Deck 2 (to $1) for Games 3, 4, 9, 10
Cost Deck 2 (to $1) for Games 4, 6, 10

<table>
<thead>
<tr>
<th>30¢</th>
<th>40¢</th>
<th>35¢</th>
</tr>
</thead>
<tbody>
<tr>
<td>30¢</td>
<td>50¢</td>
<td>75¢</td>
</tr>
<tr>
<td>55¢</td>
<td>60¢</td>
<td>70¢</td>
</tr>
<tr>
<td>80¢</td>
<td>85¢</td>
<td>65¢</td>
</tr>
</tbody>
</table>
## Coin Identification and Coin Value Riddles

<table>
<thead>
<tr>
<th>Card</th>
<th>Riddle A</th>
<th>Riddle B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nickel; 5¢; top R</td>
<td>Penny; 1¢; center</td>
</tr>
<tr>
<td>2</td>
<td>Dime; left</td>
<td>Penny; top R</td>
</tr>
<tr>
<td>3</td>
<td>Dime; right</td>
<td>Dime; 10¢</td>
</tr>
<tr>
<td>4</td>
<td>Dime; 10¢</td>
<td>Nickel; 5¢</td>
</tr>
<tr>
<td>5</td>
<td>Quarter; 25¢; top L</td>
<td>Nickel; top, row, center</td>
</tr>
<tr>
<td>6</td>
<td>Quarter; left</td>
<td>Quarter; 25¢; second coin</td>
</tr>
<tr>
<td>7</td>
<td>Quarter; 25¢; center</td>
<td>Dime; 10¢</td>
</tr>
<tr>
<td>8</td>
<td>Dime; 10¢</td>
<td>Quarter; 25¢</td>
</tr>
<tr>
<td>9</td>
<td>Dime; 10¢</td>
<td>Nickel; 5¢</td>
</tr>
<tr>
<td>10</td>
<td>Quarter; 25¢</td>
<td>Dime; 10¢</td>
</tr>
</tbody>
</table>

## Coin Value and Equivalents

<table>
<thead>
<tr>
<th>Card</th>
<th>Riddle A</th>
<th>Riddle B</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2 rows of 3 nickels</td>
<td>3 rows of 3 pennies</td>
</tr>
<tr>
<td>12</td>
<td>3 rows of 4 pennies</td>
<td>2 rows of 3 dimes</td>
</tr>
<tr>
<td>13</td>
<td>2 columns of 2 nickels</td>
<td>3 columns of 2 dimes</td>
</tr>
<tr>
<td>14</td>
<td>9 nickels</td>
<td>3 dimes; 4 nickels</td>
</tr>
<tr>
<td>15</td>
<td>5 dimes</td>
<td>8 nickels</td>
</tr>
<tr>
<td>16</td>
<td>quarters</td>
<td>dimes</td>
</tr>
<tr>
<td>17</td>
<td>2 dimes and 1 quarter</td>
<td>1 nickel and 2 quarters</td>
</tr>
<tr>
<td>18</td>
<td>2 rows of 5 dimes</td>
<td>2 rows of 2 quarters</td>
</tr>
</tbody>
</table>

## Counting (to 50¢)

<table>
<thead>
<tr>
<th>Card</th>
<th>Riddle A</th>
<th>Riddle B</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>4n, 2p</td>
<td>5n, 4p</td>
</tr>
<tr>
<td>20</td>
<td>3d, 3p</td>
<td>4d, 5p</td>
</tr>
<tr>
<td>21</td>
<td>1d, 1n, 2p</td>
<td>2d, 4n, 2p</td>
</tr>
<tr>
<td>22</td>
<td>2d, 2n, 4p</td>
<td>3d, 1n, 3p</td>
</tr>
<tr>
<td>23</td>
<td>1n, 5p; 2n</td>
<td>3n; 2n, 3p</td>
</tr>
<tr>
<td>24</td>
<td>4n; 3n, 5p</td>
<td>4n, 5p; 5n</td>
</tr>
</tbody>
</table>

## Solutions

### Coin Identification and Coin Value Riddles

1. Nickel; 5¢; top R
2. Dime; left
3. Dime; right
4. Dime; 10¢
5. Quarter; 25¢; top L
6. Quarter; left
7. Quarter; 25¢; center
8. Dime; 10¢
9. Dime; 10¢
10. Quarter; 25¢

### Coin Value and Equivalents

11. 2 rows of 3 nickels
12. 3 rows of 4 pennies
13. 2 columns of 2 nickels
14. 9 nickels
15. 5 dimes
16. quarters
17. 2 dimes and 1 quarter
18. 2 rows of 5 dimes

### Counting (to 50¢)

19. 4n, 2p
20. 3d, 3p
21. 1d, 1n, 2p
22. 2d, 2n, 4p
23. 1n, 5p; 2n
24. 4n; 3n, 5p

*There is more than one solution.
A sample solution is given.*
### Counting (to $1)

<table>
<thead>
<tr>
<th>Page</th>
<th>Riddle A</th>
<th>Riddle B</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>1q, 2d, 1n, 4p</td>
<td>2q, 3d</td>
</tr>
<tr>
<td>42</td>
<td>1q, 5d, 2p</td>
<td>3q, 2n, 4p</td>
</tr>
<tr>
<td>43</td>
<td>2q, 2n, 2p</td>
<td>2q, 2d, 1n</td>
</tr>
<tr>
<td>44</td>
<td>3q, 1n, 2p</td>
<td>2q, 4d, 1n, 4p</td>
</tr>
<tr>
<td>45</td>
<td>1q, 1n, 6n</td>
<td>1q, 6n, 2q, 1n</td>
</tr>
<tr>
<td>46</td>
<td>7d; 2q, 2d</td>
<td>2q, 4d, 9d</td>
</tr>
<tr>
<td>47</td>
<td>2q, 2d, 1n; 1q, 4d, 2n</td>
<td>3q, 1d, 2n; 2q, 2d, 5n</td>
</tr>
<tr>
<td>48</td>
<td>1q, 1d, 2n; 1q, 4n</td>
<td>1q, 4d, 3n; 2q, 1d, 4n</td>
</tr>
<tr>
<td>49</td>
<td>3q, 1p; 2q, 2d, 1n, 1p</td>
<td>2q, 3d, 2p; 2q, 1d, 4n</td>
</tr>
</tbody>
</table>

**Card 50**

A: Can pay with 7, 8 or 9 coins; 4=fewest coins  
B: Can pay with 6, 9 or 12 coins; 63=most coins

**Card 51**

A: Can pay with 5, 9 or 13 coins; 5=fewest coins  
B: Can pay with 5, 10 or 15 coins; 5=fewest coins

**Card 52**

A: Move 2d from 80¢ group, 60¢  
B: Move 1d and 1n from 65¢ group, 50¢

**Card 53**

A: Move 1d and 1n from 85¢ group, 70¢
B: Move 2d from 72¢ group, 52¢

**Card 54**

A: 1q for 1n; 36¢  
B: 1d for 1p; 63¢

**Card 55**

A: 1d for 1n; 66¢  
B: 1q for 1d; 62¢

**Page 56**

A: 3p, 3n, 4d: 58¢  
B: 1p, 4n, 4d: 61¢

**Page 57**

A: 1n, 2d, 2q, 1p: 76¢  
B: 3p, 2n, 1d, 1q: 48¢

**Page 58**

A: 52¢  
B: 23¢

**Page 59**

A: 37¢; more  
B: 31¢; less

*There is more than one solution. A sample solution is given.*