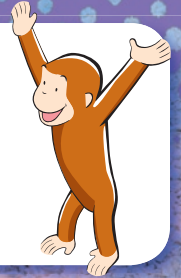# Money and Time

**Curious About Math with**

**Curious George**

A sundial shows the time using the position of the sun. It has numbers around it, like a clock face. What numbers are on a clock face?
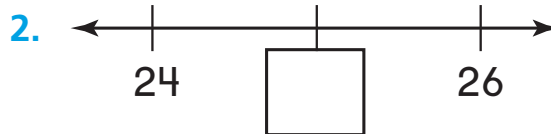
Name _____

## Show What You Know ✓

## Order Numbers to 100 on a Number Line

Write the number that is just before, between, or just after.

**1.** [ ] 58 59

**2.** 24 [ ] 26

## Skip Count by Fives and Tens

**3.** Count by fives. Write how many in all.

_____   _____ paints in all

**4.** Count by tens. Write how many in all.

_____   _____ paints in all

## Time to the Hour

Write the time shown on the clock.

**5.**

**6.**

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Name _____

## Vocabulary Builder

## Visualize It

Fill in the graphic organizer.
Show ways to **count on**.

```
                          ┌─────────────────────┐
              ┌─────────┤  7, 8, 9, 10, 11      │
        by ones│         └─────────────────────┘
┌────────┤    └──────────┌─────────────────────┐
│count on │              │                     │
└────────┤              └─────────────────────┘
        by _____│       ┌─────────────────────┐
              └──────────┤                     │
                         └─────────────────────┘
                         ┌─────────────────────┐
                         │                     │
                         └─────────────────────┘
```
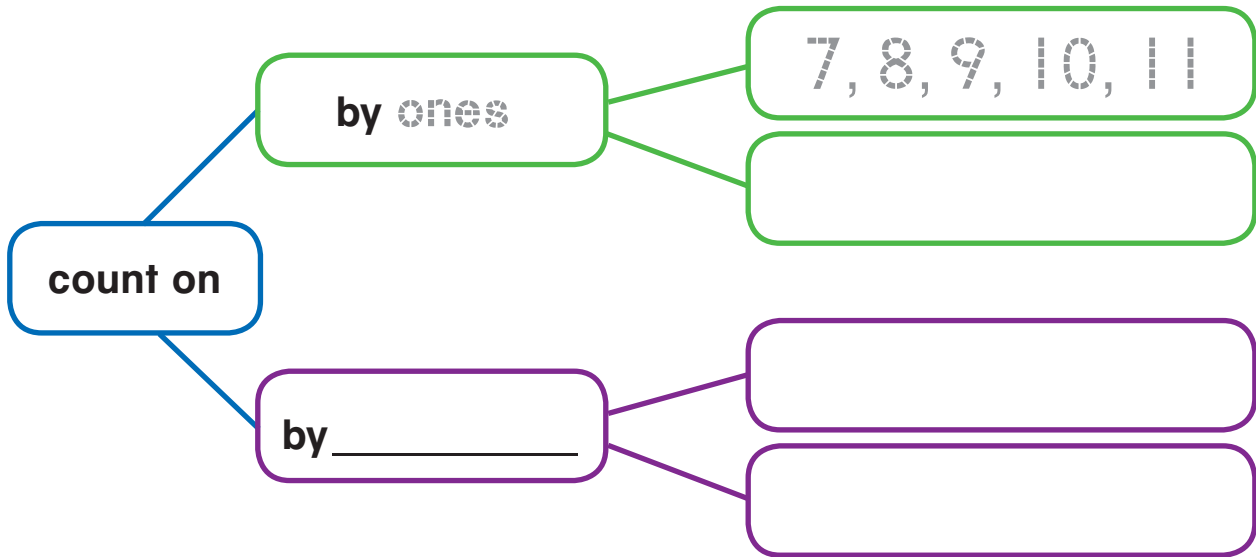
## Understand Vocabulary

Write the missing numbers in each counting **pattern.**

**1. Count** by ones.     40, ____, ____, ____, 44, ____, 46, ____

**2. Count** by fives.     10, 15, ____, ____, ____, 35, ____, ____

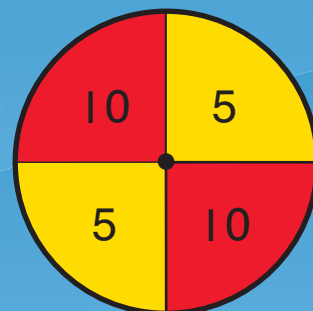**3. Count** by tens.     20, ____, ____, 50, ____, ____, 80, ____

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# Game

# 5 and 10 Count

Play with a partner.

1 Spin the pointer on 🔴 for your starting number. Put your cube on that number.

2 Spin the pointer. Count on by that number two times.

3 Take turns. The first player to get to 100 wins. Play again.

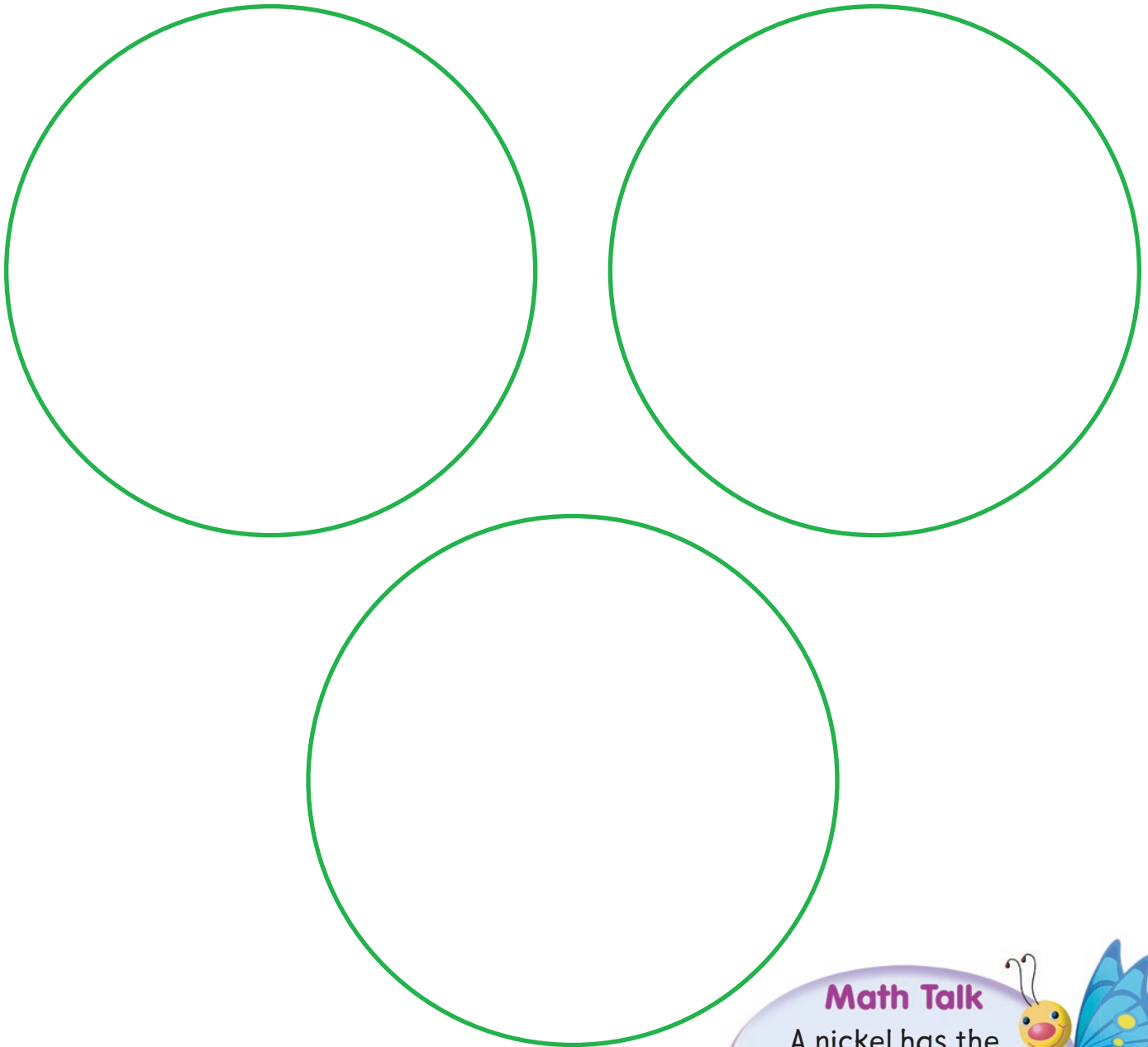| 1 | 2 | 3 | 4 | **5** | 6 | 7 | 8 | 9 | **10** |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | **15** | 16 | 17 | 18 | 19 | **20** |
| 21 | 22 | 23 | 24 | **25** | 26 | 27 | 28 | 29 | **30** |
| 31 | 32 | 33 | 34 | **35** | 36 | 37 | 38 | 39 | **40** |
| 41 | 42 | 43 | 44 | **45** | 46 | 47 | 48 | 49 | **50** |
| 51 | 52 | 53 | 54 | **55** | 56 | 57 | 58 | 59 | **60** |
| 61 | 62 | 63 | 64 | **65** | 66 | 67 | 68 | 69 | **70** |
| 71 | 72 | 73 | 74 | **75** | 76 | 77 | 78 | 79 | **80** |
| 81 | 82 | 83 | 84 | **85** | 86 | 87 | 88 | 89 | **90** |
| 91 | 92 | 93 | 94 | **95** | 96 | 97 | 98 | 99 | **100** |

Name _____

# Dimes, Nickels, and Pennies

**Essential Question** How do you find the total value of a group of dimes, nickels, and pennies?

## Listen and Draw REAL WORLD

Sort the coins. Then draw the coins.

**FOR THE TEACHER •** Distribute play coins of dimes, nickels, and pennies and discuss their values. Have children sort the coins and draw them inside the three circles. Have children label the drawings with the numbers *1*, *5*, or *10* to indicate the cent value of each coin drawn.

**Math Talk**
A nickel has the same value as how many pennies? **Explain.**

MATHEMATICAL PRACTICES

## Model and Draw

| | 10 cents<br>10¢ | | 5 cents<br>5¢ | | 1 cent<br>1¢ |
|---|---|---|---|---|---|
| | **dime** | ¢ is the **cent sign**. | **nickel** | | **penny** |

Count dimes by tens.

10¢, 20¢, 30¢

Count nickels by fives.

5¢, 10¢, 15¢

Count by tens.　Count by fives.　Count by ones.

10¢, 20¢, 25¢, 30¢, 31¢, 32¢

32¢

total value

## Share and Show  Math Board

Count on to find the total value.

✓ 1.

total value

✓ 2.

total value

Name _____

# On Your Own

Count on to find the total value.

**3.** 

_____   total value [ ]

**4.** 

_____   total value [ ]

**5.**    total value [ ]

**6.**    total value [ ]

**7.**    total value [ ]

**8.**    total value [ ]

# PROBLEM SOLVING REAL WORLD

Write Math

Solve. Write or draw to explain.

**9.** Maggie had 5 nickels. She gave 2 nickels to her sister. What is the total value of the nickels that Maggie has now?

_____

**10.** Jackson has 4 pennies and 3 dimes. How much money does Jackson have?

_____

**11.** H.O.T. Draw two ways to show 25¢. You can use dimes, nickels, and pennies.

**12.** **Test Prep** Sue has these coins. How much money is this?



- ○ 4¢
- ○ 20¢
- ○ 40¢
- ○ 80¢

**TAKE HOME ACTIVITY** • Draw pictures of five coins, using dimes, nickels, and pennies. Ask your child to find the total value.

Name _____
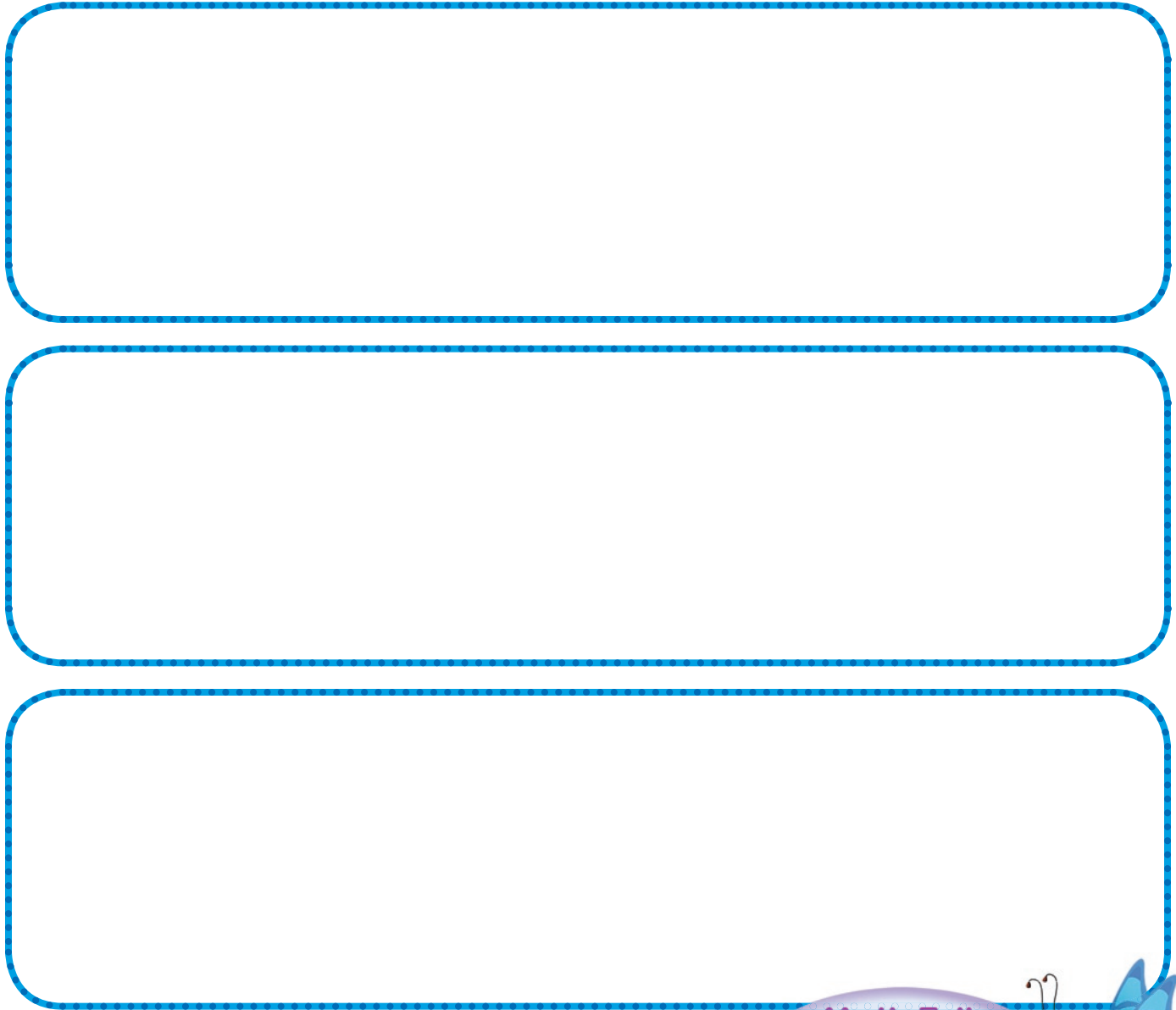
# Quarters

**Essential Question** How do you find the total value of a group of coins?

## Listen and Draw  REAL WORLD

Sort the coins. Then draw the coins.

**FOR THE TEACHER** • Distribute play coins of quarters, dimes, and nickels and discuss their values. Have children sort the coins and draw them inside the three boxes. Have them label the drawings with *5¢*, *10¢*, or *25¢*.

**Math Talk**
**Describe** how the value of a quarter is greater than the value of a dime.

MATHEMATICAL PRACTICES

**Chapter 7**

## Model and Draw

A **quarter** has a value of 25 cents.

25¢

Count by twenty-fives.    Count by tens.    Count by ones.

25¢, 50¢, 60¢, 70¢, 71¢, 72¢

72¢

total value

## Share and Show Math Board

Count on to find the total value.

Remember: ¢ is the cent sign.

1.

total value

✓2.

total value

✓3.

total value

**342** three hundred forty-two

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# On Your Own

Count on to find the total value.

**4.**

| total value |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**5.**

| total value |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**6.**

| total value |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**7.**

| total value |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**8.**

| total value |

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# PROBLEM SOLVING REAL WORLD

Write Math

Read the clue. Choose the name of a coin from the box to answer the question.

| nickel | dime |
| quarter | penny |

**9.** I have the same value as 5 pennies.

What coin am I?

_____

**10.** I have the same value as 25 pennies.

What coin am I?

_____

**11.** I have the same value as 2 nickels.

What coin am I?

_____

**12.** H.O.T. I have the same value as a group of 4 nickels and 5 pennies.

What coin am I?

_____

**13. Test Prep** Tom gives these coins to his brother.

How much money does Tom give to his brother?

○ 80¢
○ 65¢
○ 50¢
○ 25¢

**TAKE HOME ACTIVITY** • Have your child draw two quarters, two dimes, and two nickels, and then find the total value.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P159–P160

Name _____

# Count Collections

**Essential Question** How do you order coins to help find the total value of a group of coins?

## Listen and Draw REAL WORLD

Line up the coins from greatest value to least value. Then draw the coins in that order.

greatest                                                    least

greatest                                                    least

**FOR THE TEACHER •** Give each child a mixture of four play coins. Have children order their coins and then draw them. Have children trade sets of coins and repeat.

**Math Talk**
**Describe** how the values of the different kinds of coins compare.

MATHEMATICAL PRACTICES

## Model and Draw

Order the coins from greatest value to least value.
Then find the total value.

(25¢) (25¢) (10¢) (1¢) (1¢)

Count the cents.
25, 50, 60, 61, 62

_____
total value

## Share and Show

Draw and label the coins from greatest
to least value. Find the total value.

Remember: Write
the cent sign.

1.

_____

✔2.

_____

✔3.

_____

# On Your Own

Draw and label the coins from greatest to least value. Find the total value.

**4.**

_____

**5.**

_____

**6.**

_____

**7.**

_____

**8.**

_____

# PROBLEM SOLVING   REAL WORLD

Write Math

Solve. Write or draw to explain.

**9.** Paulo had these coins.

He spent 1 quarter. How much
money does he have now?

_____

**10.** Rachel has 2 quarters, 3 dimes,
and 1 nickel in her bank. How
much money is in Rachel's bank?

_____

**11.** H.O.T.  Blake has only nickels and dimes.
He has twice as many nickels as dimes.
The total value of his coins is 60¢.
What coins does Blake have?

_____ nickels      _____ dimes

**12. Test Prep**  Tyler has these coins in his
pocket. What is the total value of these coins?

○ 65¢
○ 60¢
○ 55¢
○ 50¢

**TAKE HOME ACTIVITY** • Have your child draw and label
coins with a total value of 32¢.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P161–P162

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# Show Amounts in Two Ways

**Essential Question** How do you choose coins to show a money amount in different ways?

## Listen and Draw *REAL WORLD*

Show the amount with coins. Draw the coins.
Write the amount.

**FOR THE TEACHER •** Distribute play coins. Tell children to use coins to show 27 cents. Then have them draw the coins and write the amount. Repeat the activity for 51 cents.

**Math Talk**
Can you show 10¢ with 3 coins? **Explain** how you know.

MATHEMATICAL PRACTICES

**Chapter 7**

## Model and Draw

Here are two ways to show 30¢.

Look at Matthew's way. If you trade 2 dimes and 1 nickel for 1 quarter, the coins will show Alicia's way.

Count the cents. Start with the dimes.
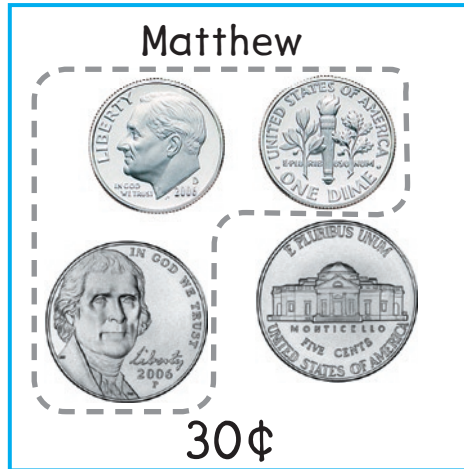
Count the cents. Start with the quarter.

**Matthew**

30¢

**Alicia**

30¢

## Share and Show

Math Board

Use coins. Show the amount in two ways. Draw and label the coins.

✅ 1.

61¢

✅ 2.

36¢

## On Your Own

Use coins. Show the amount in two ways.
Draw and label the coins.

**3.**

55¢

**4.**

90¢

**5.**

75¢

**6.**

42¢

# PROBLEM SOLVING REAL WORLD

Write Math

Use coins to solve.

**7.** Lee buys a pen for 50¢. Draw coins to show two different ways to pay 50¢.

**8.** H.O.T.  Delia used 4 coins to buy a book for 40¢. Draw coins to show two ways to pay 40¢ with 4 coins.

**9. Test Prep**  Rex buys an eraser that costs 20¢. Which group of coins has a total value of 20¢?

○  2 nickels and 10 pennies

○  1 dime and 1 nickel

○  3 nickels and 1 dime

○  1 quarter and 5 pennies

**TAKE HOME ACTIVITY •** With your child, take turns drawing different collections of coins to show 57¢.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P163–P164

Name _____

# One Dollar

**Essential Question** How can you show the value of one dollar with coins?

**Listen and Draw** REAL WORLD

Draw the coins. Write the total value.

_____

_____

**FOR THE TEACHER •** In the first box, have children draw eight nickels and then count to find the total value. In the second box, have children draw eight dimes and then count to find the total value.

**Math Talk**
How many pennies have the same value as 80¢? **Explain**.

MATHEMATICAL PRACTICES

**Chapter 7**

## Model and Draw

One **dollar** has the same value as 100 cents.
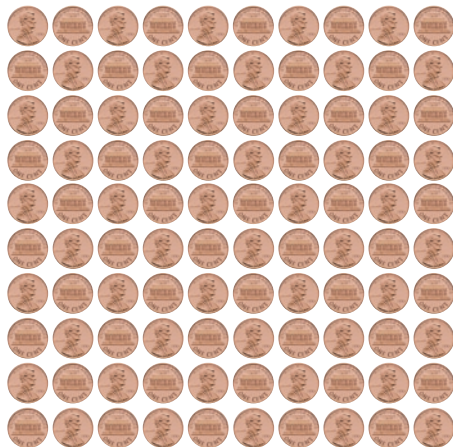
$$\$1.00 = 100¢$$

**dollar sign** ⟶ ⟵ **decimal point**

The decimal point separates the dollars from the cents.

## Share and Show

Math Board

Draw the coins to show $1.00. Write the total value.

Count 100 cents for one dollar.

1. nickels

$1.00

2. quarters

3. dimes

# On Your Own

Circle coins to make $1.00.
Cross out the coins you do not use.

**4.**



**5.**



**6.**



**7.** **H.O.T.** Draw more coins to show $1.00.

**TAKE HOME ACTIVITY •** Have your child draw a group of
coins to show $1.00.

**Chapter 7 • Lesson 5**

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P165–P166

three hundred fifty-five **355**

Name _____

**Concepts and Skills**

Count on to find the total value.

1. 

[ ] total value

2. 

[ ] total value

Use coins. Show the amount in two ways.
Draw and label the coins.

3.

31¢

4. Mary used these coins to buy a folder. What is the total value of these coins?

○ 30¢
○ 35¢
○ 60¢
○ 70¢

Name _____

# Amounts Greater Than $1

**Essential Question** How do you show money amounts greater than one dollar?

## Listen and Draw  REAL WORLD

Draw and label the coins.
Write the total value.

_____
total value

**Math Talk**
**Explain** how you found the total value of the coins in the coin bank.

MATHEMATICAL PRACTICES

**FOR THE TEACHER** • Read the following problem: Dominic has 1 quarter, 2 dimes, 3 nickels, and 1 penny in his coin bank. How much money is in Dominic's bank? Have children draw and label coins to help them solve the problem.
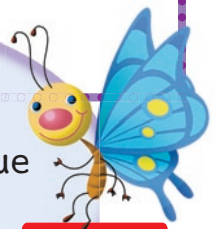
## Model and Draw

When you write amounts greater than one dollar, use a dollar sign and a decimal point.



$1.00

$1.27
_____
total value



$1.50
_____
total value

## Share and Show

Circle the money that makes $1.00. Then write the total value of the money shown.

1.



_____

2.



_____

# On Your Own

Circle the money that makes $1.00. Then write the total value of the money shown.

**3.**

_____

**4.**

_____

**5.**

_____

**6.**

_____

# PROBLEM SOLVING REAL WORLD

Write Math

Solve. Write or draw to explain.

7. Martin used 3 quarters and 7 dimes to pay for a kite. How much money did he use?

_____

8. **H.O.T.** Pam has fewer than 9 coins. The coins have a total value of $1.15. What coins could she have?

Draw the coins. Then write a list of her coins.

_____
_____

9. **Test Prep** Jason put this money in his bank. What is the total value of this money?

- ○ $1.10
- ○ $1.25
- ○ $1.30
- ○ $1.35

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P167–P168

Name _____

## Problem Solving • Money

**Essential Question** How does acting it out help when solving problems about money?

Kendra gave 2 dimes, 2 nickels, 1 quarter, and two $1 bills to the clerk for a puzzle. How much money did Kendra give the clerk?

### ♟ Unlock the Problem

**What do I need to find?**

how much money
Kendra gave the
clerk

**What information do I need to use?**

Kendra gave the clerk

2 dimes,

**Show how to solve the problem.**
Draw to show the money that Kendra used.

Kendra gave the clerk _____.

**HOME CONNECTION** • Your child used play money to act out the problem. Representing problems with materials can be a useful strategy for children to use to solve problems.

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**Chapter 7**

three hundred sixty-one **361**

## Try Another Problem

Use play coins and bills to solve.
Draw to show what you did.

1. Jacob has two $1 bills, 2 dimes, and 3 pennies in his pocket. How much money does Jacob have in his pocket? _____

2. Amber used 2 quarters, 1 nickel, 1 dime, and three $1 bills to buy a toy. How much money did Amber use to buy the toy? _____

**Math Talk**
**Explain** how you found the amount of money in Jacob's pocket.

MATHEMATICAL PRACTICES

Name _____

# Share and Show

*Math Board*

Use play coins and bills to solve.
Draw to show what you did.

**3.** Val used 3 quarters, 2 nickels, 2 pennies, and one $1 bill to buy a book. How much money did Val use to buy the book?

_____

**4.** Derek has two $1 bills, 2 quarters, and 6 dimes. How much money does he have?

_____

**5.** Katy gave the clerk 3 quarters, 2 nickels, 2 dimes, and 3 pennies. How much money did she give to the clerk?

_____

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**Chapter 7 • Lesson 7**                    three hundred sixty-three **363**

# On Your Own

Solve. Write or draw to explain.

**Write Math**

6. Mr. Murphy has 120 fewer stickers than Miss Chen. Mr. Murphy has 364 stickers. How many stickers does Miss Chen have?

_____ stickers

7. **H.O.T.** Mia found 38 shells at the beach on Monday and 45 shells on Tuesday. She gave 26 shells to her sister. How many shells does Mia have now?

_____ shells

Describe how you solved the problem.

_____

_____

_____

_____

8. **Test Prep** Ross has 2 quarters, 1 dime, and two $1 bills. How much money does Ross have?

○ $2.60
○ $2.55
○ $2.35
○ $1.60

**TAKE HOME ACTIVITY •** Ask your child to explain how he or she solved the problem in Exercise 8.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P169–P170

Name _____

# Time to the Hour and Half Hour

**Essential Question** How do you tell time to the hour and half hour on a clock?

## Listen and Draw REAL WORLD

Draw the hour hand to show each time.
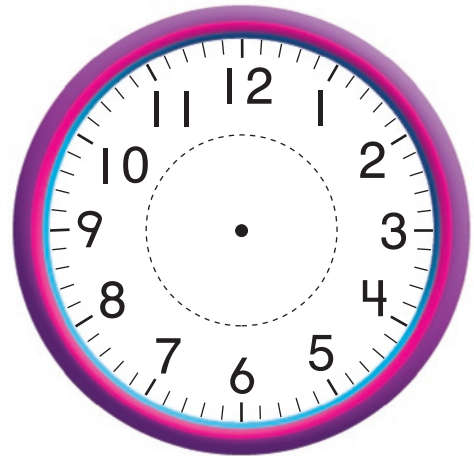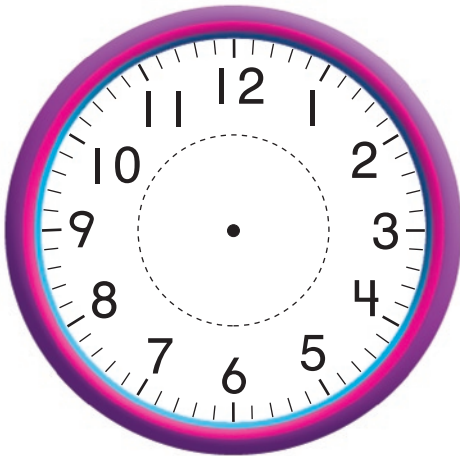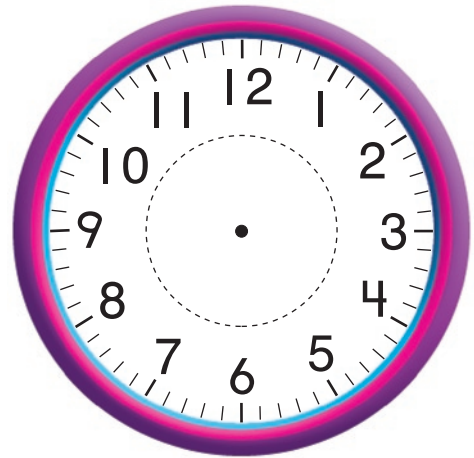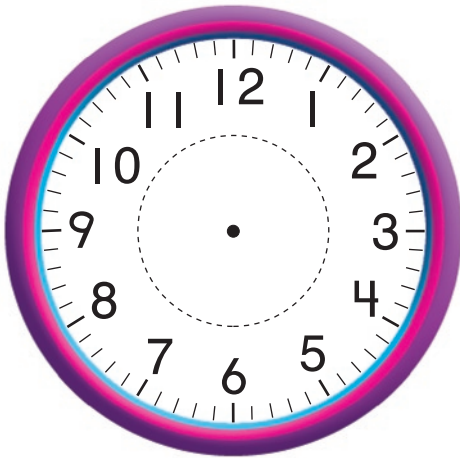
**FOR THE TEACHER** • Call out times to the hour and to the half hour. Begin with 3:00. Have children draw the hour hand to show the time. Repeat the activity for half past 5:00, 11:00, and half past 8:00.

**Math Talk**
**Describe** where the hour hand points to show half past 4:00.

MATHEMATICAL PRACTICES

**Chapter 7**

## Model and Draw

It takes 5 **minutes** for the minute hand to move from one number to the next number on a clock face.

The clock hands on these clocks show 4:00 and 4:30. Write the times below the clocks.

5 minutes
5 minutes
5 minutes
5 minutes
5 minutes
5 minutes

**4:00**

**4:30**
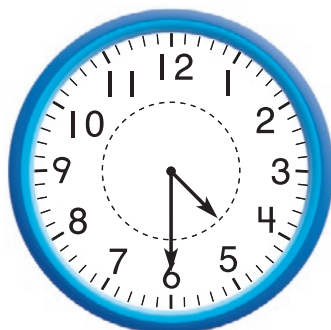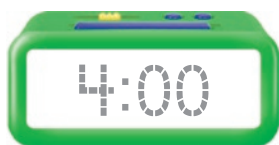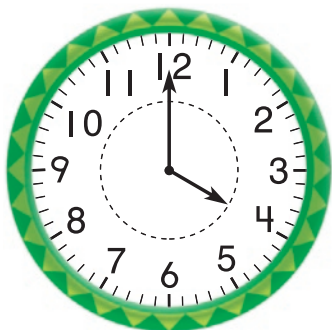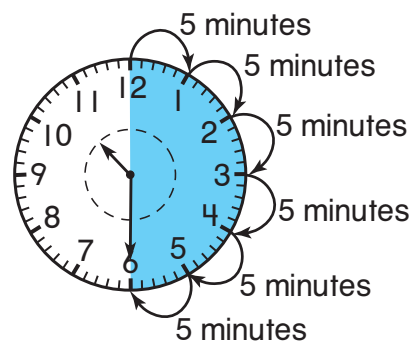
The 30 tells you that the time is 30 minutes after the hour.

## Share and Show

Look at the clock hands. Write the time.

1.

2.

3.

# On Your Own

Look at the clock hands. Write the time.

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**H.O.T.** Look at the time. Draw the hour hand and the minute hand to show the same time.

**10.**  7:30

**11.**  2:00

**12.**  11:00
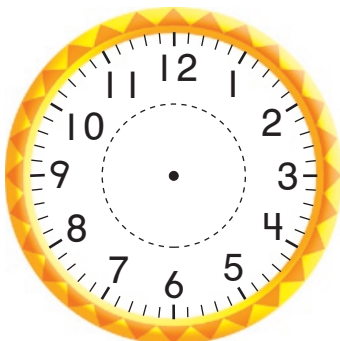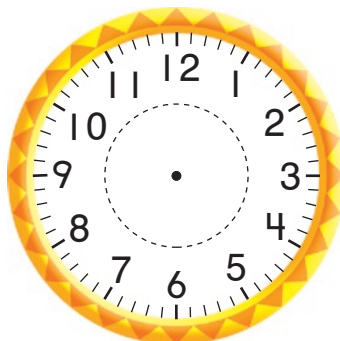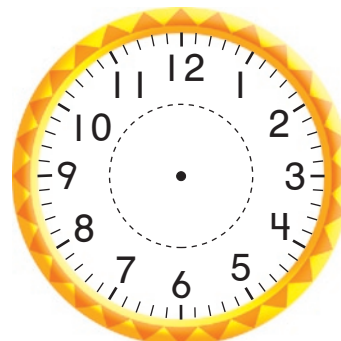
# PROBLEM SOLVING REAL WORLD

Write Math

**13.** **H.O.T.** Allie eats lunch when the hour hand points halfway between the 11 and the 12, and the minute hand points to the 6. When does Allie eat lunch? Show the time on both clocks.

How do you know what time to write in the digital clock? Explain.

_____

_____

_____
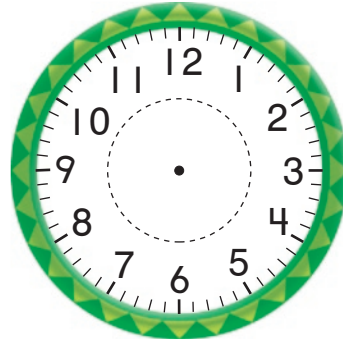
**14. Test Prep** Reggie's guitar lesson starts at 10:30. Which clock shows this time?

○

○

○

○
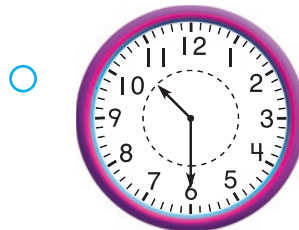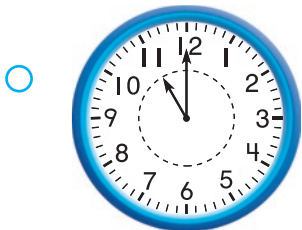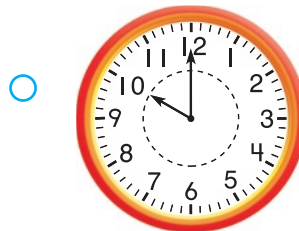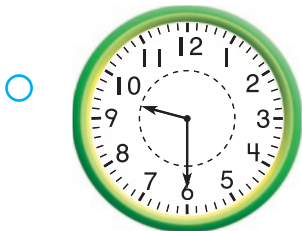
**TAKE HOME ACTIVITY •** Have your child explain how he or she completed the exercises on this page.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P171–P172

# Time to 5 Minutes

**Essential Question** How do you tell and show time to five minutes?

## Listen and Draw REAL WORLD

Draw the hour hand and the minute hand to show the time.

**FOR THE TEACHER •** Read the following story and have children draw the hour and minute hands to show each time. Sofia goes to music at 10:30. She goes to the playground at 11:00. She eats lunch at 11:30. Show the times Sofia does these things.

**Math Talk**
**Describe** where the minute hand points to show half past the hour.

MATHEMATICAL PRACTICES

## Model and Draw
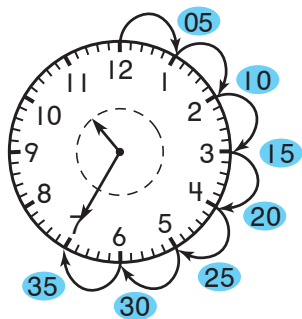
What does it mean when the minute hand points to the 7?

Count by fives until you reach the 7.

> Remember: The minute hand moves from one number to the next in 5 minutes.

The hour hand points between the 10 and the 11. The minute hand points to the 7.

The time is __10:35__.

## Share and Show

Look at the clock hands. Write the time.

**1.**

**2.**

**3.**

**4.**

**✓ 5.**

**✓ 6.**
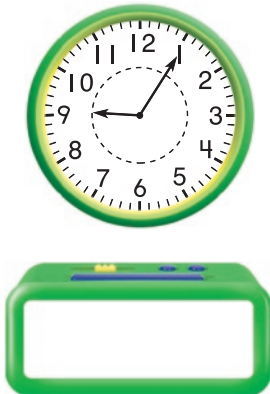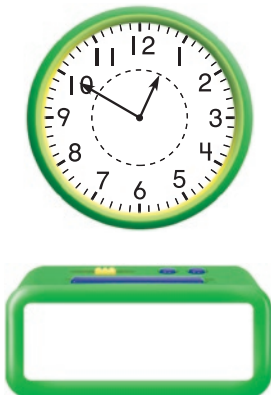
# On Your Own

Look at the clock hands. Write the time.

**7.**

**8.**

**9.**

**10.**

**11.**

**12.**

**H.O.T.** Look at the time. Draw the minute hand to show the same time.

**13.**

7:25

**14.**

1:50

**15.**
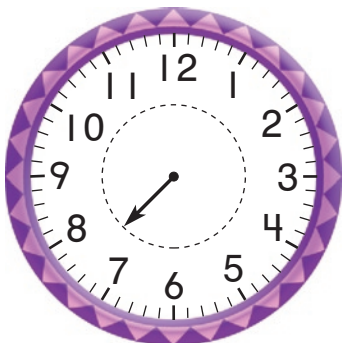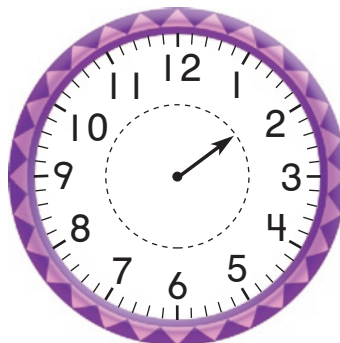
5:05
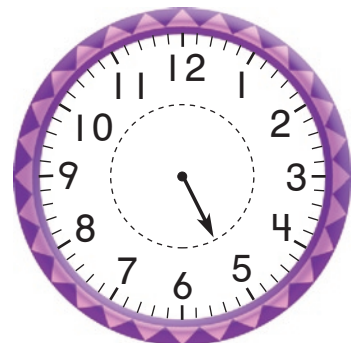
# PROBLEM SOLVING REAL WORLD

Write Math

Draw the minute hand to show the time.
Then write the time.

**16.** My hour hand points between
the 8 and the 9. My minute hand
points to the 5. What time do
I show?
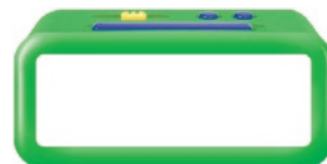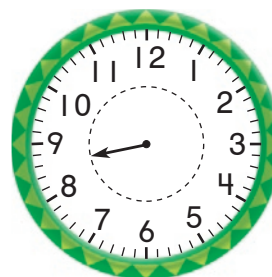
**17.** **H.O.T.** How many minutes does it take for the minute
hand to travel around the clock from the 12 to the 12?

_____

**18.** **Test Prep** What time is shown
on this clock?
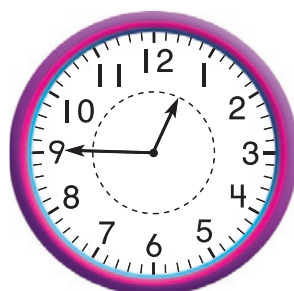
○  1:45

○  12:45

○  12:09

○  9:05

**TAKE HOME ACTIVITY** • Have your child draw a large blank clock face
and use two pencils as clock hands to show some different times.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P173–P174

Name _____

# Practice Telling Time

**Essential Question** What are the different ways you can read the time on a clock?

## Listen and Draw REAL WORLD

Write the times on the digital clocks.
Then label the clocks with the children's names.



_____



_____



_____



_____

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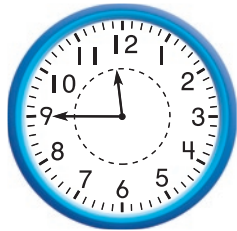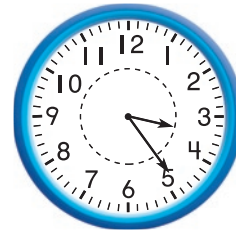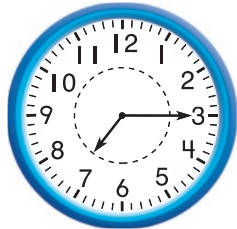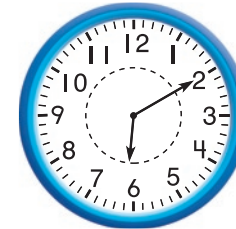
**FOR THE TEACHER** • First have children write the time for each analog clock. Then write *Luke, Beth, Kelly,* and *Mike* on the board. Tell children to listen for each name to label the different times with. Luke plays football at 3:25. Beth eats lunch at 11:45. Kelly reads a book at 6:10. Mike eats breakfast at 7:15.

## Math Talk

Where would the minute hand point to show 15 minutes after the hour? **Explain**.

**MATHEMATICAL PRACTICES**

## Model and Draw

These are different ways to write and say the time.
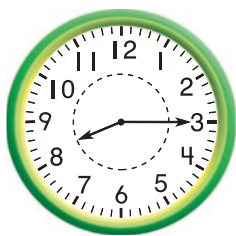
15 minutes after 8
**quarter past** 8

8:15
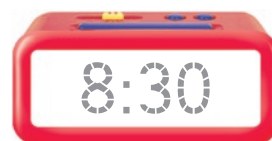
30 minutes after 8
half past 8

8:30

## Share and Show

Draw the minute hand to show the time. Write the time.

1. 15 minutes after 1

2. half past 9

3. quarter past 5

4. quarter past 10

✓5. 40 minutes after 3

✓6. half past 7

# On Your Own

Draw the minute hand to show the time.
Write the time.

**7.** 15 minutes after 11

**8.** quarter past 4

**9.** 25 minutes after 8

**10.** 10 minutes after 6

**11.** half past 2

**12.** 45 minutes after 3

**13.** 5 minutes after 7

**14.** 30 minutes after 12

**15.** quarter past 10

# PROBLEM SOLVING REAL WORLD

Write Math
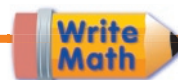
**16.** Lily eats lunch at quarter past 12. Meg eats lunch at 12:30. Katie eats lunch at 12:15. Which girls eat lunch at the same time?

_____ and _____

**17.** Austin arrives at school at half past 8. Draw clock hands to show half past 8. Then write the time.
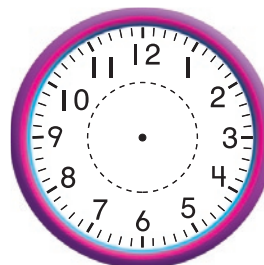
**18.** H.O.T. Soccer practice starts at 4:30. Gabe arrives at soccer practice at 4:15. Does he arrive before or after practice starts? Explain.

_____

_____

_____

**19. Test Prep** What time is shown on this clock?

○ half past 4
○ half past 5
○ 6 minutes after 4
○ quarter past 5

**TAKE HOME ACTIVITY • Name a time to 5 minutes. Ask your child to describe where the clock hands point at this time.**

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P175–P176

Name _____

## A.M. and P.M.

**Essential Question** How do you use A.M. and P.M. to describe times?

**Listen and Draw** REAL WORLD

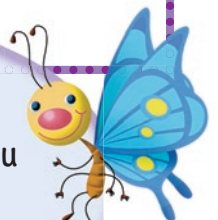Draw the clock hands to show each time.
Then write each time.

| Morning | Evening |
|---|---|

**FOR THE TEACHER** • Have children draw a picture and write a label for the picture for an activity they do in the morning and for an activity they do in the evening. Then have them show the time they do each activity on the clocks.
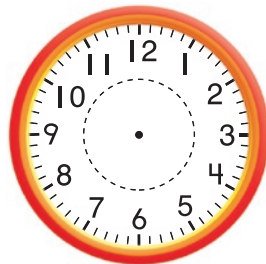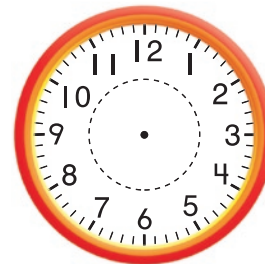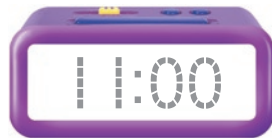
**Math Talk**
**Describe** some activities that you do in both the morning and in the evening.

MATHEMATICAL PRACTICES

## Model and Draw

**Noon** is 12:00 in the daytime.
**Midnight** is 12:00 at night.

Times after midnight and before noon are written with **A.M.**

11:00 A.M. is in the morning.

Times after noon and before midnight are written with **P.M.**
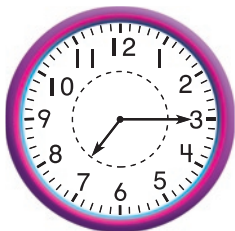
11:00 P.M. is in the evening.

11:00

11:00

## Share and Show

Write the time. Then circle A.M. or P.M.

**1.** eat breakfast

7:15

A.M.

P.M.

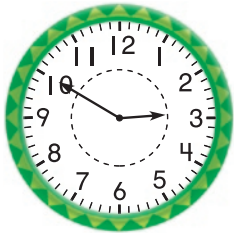**2.** go to art class

A.M.

P.M.

**3.** do homework

A.M.

P.M.

**4.** arrive at school

A.M.

P.M.

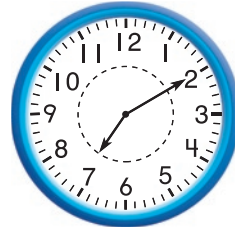Name _____

# On Your Own

Write the time. Then circle **A.M.** or **P.M.**

**5.** go to the library
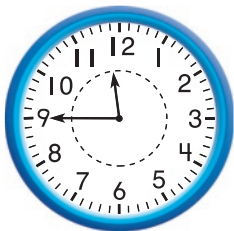
A.M.

P.M.

**6.** wake up
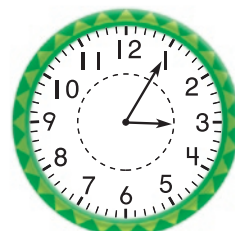
A.M.

P.M.

**7.** eat lunch

A.M.

P.M.
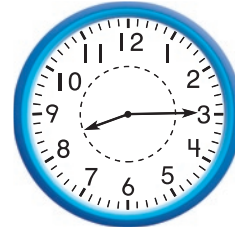
**8.** leave school

A.M.

P.M.

**9.** go to science class

A.M.

P.M.

**10.** look at the moon

A.M.

P.M.

# PROBLEM SOLVING REAL WORLD

Write Math

**11.** Use the times in the list. Complete the story.

Don got to school at _____.

His class went to the library

at _____. After school,

Don read a book at _____.
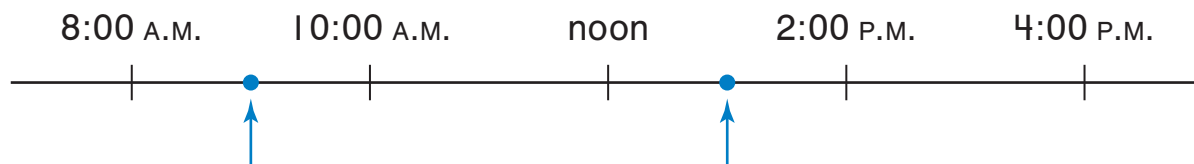
10:15 A.M.

3:20 P.M.

8:30 A.M.

**12.** H.O.T. Some times are shown on this time line. Write a label for each dot that names something you do at school during that part of the day.

| 8:00 A.M. | 10:00 A.M. | noon | 2:00 P.M. | 4:00 P.M. |

_____    _____

At what times would you say the dots are placed on the time line?

_____ and _____

**13. Test Prep** The clock shows the time that Jane went to recess. At what time did she go to recess?

○ 6:00 A.M.

○ 11:30 A.M.

○ 6:30 P.M.

○ 11:30 P.M.

**TAKE HOME ACTIVITY** • Name some activities and times. Have your child say A.M. or P.M. for the times.

**FOR MORE PRACTICE:**
Standards Practice Book, pp. P177–P178

# ✓ 🏴 Chapter 7 Review/Test

## Vocabulary

Use a word in the box to complete each sentence.

**1.** One _____ has the same value as 100 cents. **(p. 354)**

**2.** The value of one _____ is 10 cents. **(p. 338)**

**3.** Times after noon and before midnight are written with _____. **(p. 378)**

## Concepts and Skills

Count on to find the total value.

**4.**

total value

---

Use coins. Show the amount in two ways.
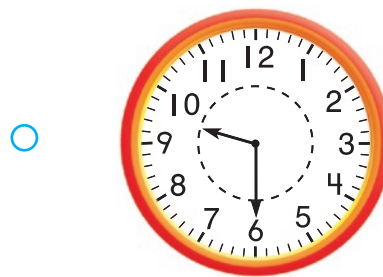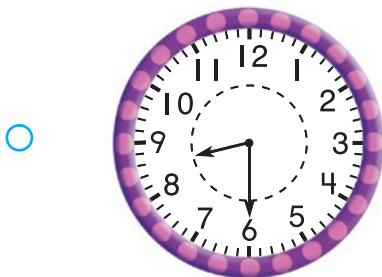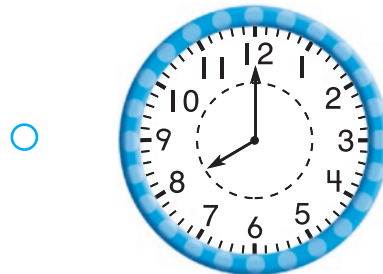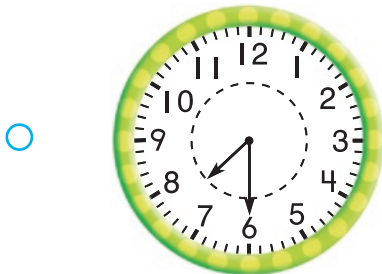Draw and label the coins.

**5.**

42¢

Fill in the bubble for the correct answer choice.

**6.** The clock shows the time that the museum opens. What time is shown?
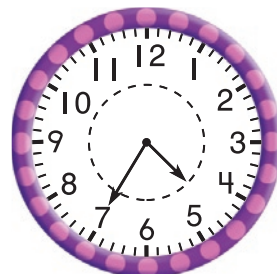
- ○  8:00
- ○  9:00
- ○  10:00
- ○  12:00

**7.** The play begins at 8:30. Which clock shows 8:30?

○

○

○

○

**8.** The clock shows the time that music class starts. At what time does music class start?

- ○ 7:25 A.M.
- ○ 7:25 P.M.
- ○ 4:35 A.M.
- ○ 4:35 P.M.

**382** three hundred eighty-two

Name _____

Fill in the bubble for the correct answer choice.

9. Lindsey wants to buy lemonade that costs one dollar. Which coins could she use to buy the lemonade?

   ○ 4 quarters
   ○ 4 dimes
   ○ 4 nickels
   ○ 4 pennies

10. Pete uses these coins to buy a marker. How much money is this?



   ○ 45¢
   ○ 50¢
   ○ 55¢
   ○ 65¢

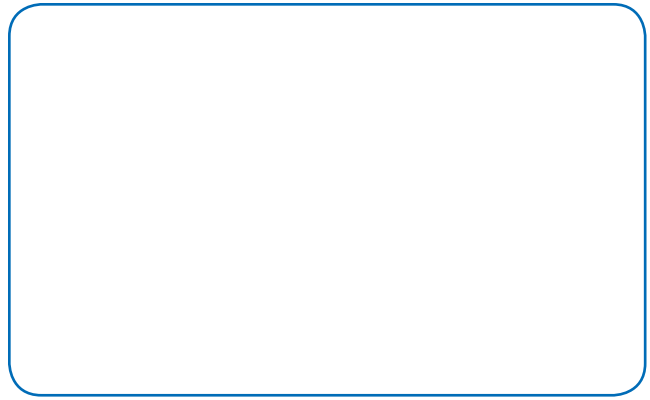11. Chris used this money to buy a book. How much money is this?



   ○ $1.50
   ○ $1.65
   ○ $1.75
   ○ $1.80

## Constructed Response

12. Wes has 4 nickels and 10 pennies. Draw to show this amount using a different group of coins.

Explain how you decided what coins to draw.

_____

_____

_____

## Performance Task

13. The clocks show when Rachel started each activity. Write the time for each activity.

ate a snack



played soccer



read a book



Do you think these are A.M. times or P.M. times? Explain.

_____

_____