Mini-Map for M.EE.4.MD.2.d

Subject: Mathematics
Measurement and Data (MD)
Grade: 4

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.4.MD.2.d Identify coins (penny, nickel, dime, quarter) and their values.	**M.4.MD.2.d** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Show interest in and focused attention to a task, object, or any environment stimulus.	Recognize any measurable (e.g., length, width, mass) or non-measurable (e.g., color) attribute values.	Recognize coins and bills as money, and recognize that money has value when compared to a piece of paper.	Identify pennies, dimes, nickels, and quarters when shown different coins. Communicate that a penny is worth 1 cent, a nickel is worth 5 cents, a dime is worth 10 cents, and a quarter is worth 25 cents.	Communicate that a number of coins of a lesser value can be worth the same as one coin of a greater value (e.g., five pennies have the same value as a nickel, 10 pennies have the same value as a dime, two nickels have the same value as one dime, 25 pennies have the same value as one quarter, and five nickels have the same value as one quarter).

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In order to recognize the distinctions among coins and their values, students must first attend to coins when they are present. In the context of this Essential Element, educators should work on attending while interacting with coins and using them to accomplish things (e.g., paying for lunch, collecting donations).

How is the Distal Precursor related to the Target?

As students increase their attention to coins, they can begin working to recognize the different attributes of coins (e.g., size, color). When presenting various coins, educators should take care to use the names of the coins while defining and demonstrating their meaning. While students do not need to say these words, they do need to learn the meanings.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets.
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

Link to Text-Only Map

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