Mini-Map for M.EE.5.MD.1.c

Subject: Mathematics
Measurement and Data (MD)
Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.MD.1.c Indicate relative value of collections of coins.	**M.5.MD.1.c** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize an object with a specific attribute value (e.g., an object with four sides).	Recognize coins and/or dollar bills as money, and recognize that they have 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).	Find the total value of a set containing different types of coins (e.g., add the values of a nickel and a quarter).

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In working toward learning to determine the value of coins, students begin by experiencing coins in three ways. First, the educator draws the students' attention to the various coins, labeling and describing them, and letting students observe, feel, or otherwise interact with them. At the same time, students need to experience money in context (e.g., cafeteria, school store, community outing) and experience the exchange of money for a product or service. Additionally, educators will provide students with early counting activities, which can include pennies.

How is the Distal Precursor related to the Target?

As students learn to recognize coins from other objects, educators will provide experiences for students to learn the names and value of the coins. This can be done by continuing to provide many opportunities and experiences of using money in context and making connections to their knowledge of counting.
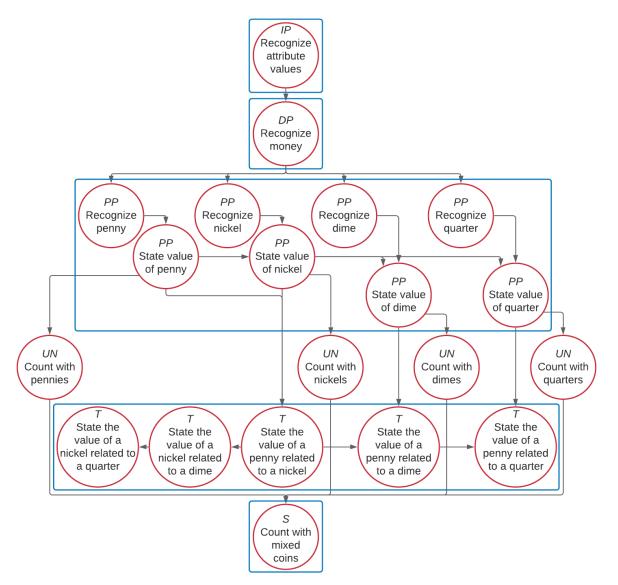
Instructional Resources

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

M.EE.5.MD.1.c Indicate relative value of collections of coins.

Map Key

IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes