

Primary - Money

	KINDIE	GRADE 1			GRADE 2		
Curriculum Expectations	Explore different Canadian coins, using coin manipulatives (e.g., role-play the purchasing of items at the store at the dramatic play centre; determine which coins will purchase more – a loonie or a quarter)	Identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars);	Represent money amounts to 20¢, through investigation using coin manipulatives	Add and subtract money amounts to 10¢, using coin manipulatives and drawings.	Represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools (e.g., ten frames, base ten materials, coin manipulatives, number lines, hundreds charts and hundreds carpets)	Estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar.	Add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols).
Vocabulary	penny/cent, nickel/ five cents, dime/ten cents, quarter/twenty-five cents, loonie/one dollar, toonie/ two dollar	penny nickel dime quarter loonie toonie coin value cent (¢) dollar (\$)	penny nickel dime “is equal to”	- “one more than” - “one less than” - “counting on/back” - “double”	penny nickel dime quarter loonie toonie coin value cent (¢) dollar (\$)		- “counting on” - estimating - representating using symbols - “5 more than you, 5 fewer than you”
Strategies	<div>- role play cost of items at store</div> <div>- children purchase items by using coins</div> <div>- price items by writing numeral</div> <div>- determine which coin would purchase more; 25¢ or \$1</div> <div></div> <div>providing opportunities to engage in play-based problem solving that involves counting strategies (e.g., playing “bank”, giving out “salaries” in appropriate amounts);</div>	<div>- the value of a penny is one cent</div> <div>- the value of a nickel is five cents</div> <div>- the value of a dime is ten cents</div> <div>- the value of a quarter is twenty-five cents</div> <div>- the value of a loonie is one dollar</div> <div>- the value of a toonie is two dollars</div> <div></div> <div>Features of the coin</div> <div>- value</div> <div>- images</div> <div>- size</div> <div>- colour</div>	<div>- investigating</div> <div>- trial-and-error</div> <div>- multiple representation</div> <div></div> <div>providing opportunities to engage in play-based problem solving that involves counting strategies (e.g., role-playing a bank; shopping for groceries for a birthday party)</div>	<div>- exchanging money amounts (using coins only)</div> <div>- trading values</div> <div>- adding (1-to-1 correspondence, add on, doubling)</div> <div>- subtracting (counting back)</div>	<div>- t-chart, table of values, Venn diagrams</div> <div>- various graphic organizers</div> <div></div> <div>Representation:</div> <div>- numeric form</div> <div>- picture representation</div> <div>- word representation</div>	<div>- subitizing</div> <div>- estimate</div> <div>- adding (add on, 1-to-1 correspondence, cardinality, stable order)</div> <div>- counting</div> <div></div> <div>Representation:</div> <div>- numeric form</div> <div>- picture representation</div> <div>- word representation</div> <div></div> <div>providing opportunities to participate in games that emphasize strategies for counting (e.g., games that involve the use of money);</div> <div></div> <div>building counting activities into everyday events (e.g., fund-raising for a charity; preparing for a field trip)</div>	<div>- adding (add on, 1-to-1 correspondence, cardinality, stable order)</div> <div></div> <div>- subtracting (counting back)</div> <div></div> <div>- standard/student generated algorithm</div>
Manipulative s and Tools	Coins - penny - nickel - dime - quarter	Coins - penny - nickel - dime - quarter	Coins - penny - nickel - dime - quarter	Coins - penny - nickel - dime - quarter	- All coins - Number lines - 5 Frame - 10 Frame - Hundreds carpet	- All coins - Number lines - 5 Frame - 10 Frame - Hundreds carpet	- All coins - Number lines - 5 Frame - 10 Frame - Hundreds carpet

	<div>- loonie - toonie</div> <div>Centres:<div><div>- store</div><div>- flyers</div><div>- art collage with flyers</div><div>- movie theater playall</div><div>- milk money</div><div>- money game</div></div></div> <div>Teachers gathers a variety of reading material on money:<div><div>- books</div><div>- flyers</div><div>- posters</div></div></div>	<div>- loonie - toonie</div>	<div>- loonie - toonie</div> <div>- Coin and value matching game</div> <div>- iPad games</div>	<div>- loonie - toonie</div> <div>- Ten-frame</div>			<div>- cash register - calculator</div>
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