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| **Counting and Representing Money Amounts Behaviours/Strategies** |
| Student needs to count to trust the value of a coin.  | Student touches a nickel and says “1, 2, 3, 4, 5.” | Student continues to skip-count by 5s when the next coin is a cent.  | Student randomly counts a collection of coins.  |
| **Observations/Documentation** |
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| Student sorts then counts a collection of coins.  | Student randomly selects coins to represent a money amount in a different way, paying no attention to values. | Student clears all the coins away and starts fresh to represent a money amount in a different way.  | Student systematically trades coins to represent a money amount in different ways.  |
| **Observations/Documentation** |  |
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