

Curriculum Correlation

Number Cluster 8: Financial Literacy

ON

Kindergarten
15.8 explore different Canadian coins, using coin manipulatives (e.g., role-play the purchasing of items at the store in the dramatic play area; determine which coin will purchase more – a loonie or a quarter)
Grade 1
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> – 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) (Activity 36) – represent money amounts to 20¢, through investigation using coin manipulatives (Activities 37, 40) <p>Counting</p> <ul style="list-style-type: none"> – count forward by 1s, 2s, 5s, and 10s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundred chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes) (Activities 37, 40) <p>Cross Strand: Patterning and Algebra</p> <p>Patterns and Relationships</p> <ul style="list-style-type: none"> – identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...) – describe numeric repeating patterns in a hundred chart
Grade 2
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> – estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar <p>Operational Sense</p> <ul style="list-style-type: none"> – 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)

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Number Cluster 8: Financial Literacy

BC/YT

Kindergarten
<p>Financial literacy — attributes of coins and financial role-play</p> <ul style="list-style-type: none"> noticing attributes of the Canadian coins (colour, size, pictures) identifying the names of coins role-playing financial transactions, such as in a restaurant, bakery, or store, using whole numbers to combine purchases (e.g., a muffin is \$2.00 and a juice is \$1.00), and integrating the concept of wants and needs
Grade 1
<p>Number concepts to 20</p> <ul style="list-style-type: none"> Counting <ul style="list-style-type: none"> skip-counting by 2 and 5 (Activities 37, 40) <p>Addition and subtraction to 20 (understanding of operation and process)</p> <ul style="list-style-type: none"> Nature scavenger hunt in Kaska Counting Book (http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf) (Activity 38) <p>Financial literacy – values of coins and monetary exchanges</p> <ul style="list-style-type: none"> Identifying values of coins (nickels, dimes, quarters, loonies, and toonies) (Activities 36, 37, 40) Counting multiples of the same denomination (nickels, dimes, loonies, and toonies) (Activities 37, 40) Money is a medium of exchange (Activity 40) Role-playing financial transactions (e.g., using coins and whole numbers), integrating the concept of wants and needs (Activities 39, 40) Trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools) (Activity 38) <p>Cross Strand:</p> <p>Repeating patterns with multiple elements and attributes</p> <ul style="list-style-type: none"> patterns using visuals (ten-frames, hundred charts) investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart)
Grade 2
<p>Financial literacy — coin combinations to 100 cents, and spending and saving</p> <ul style="list-style-type: none"> counting simple mixed combinations of coins to 100 cents introduction to the concepts of spending and saving, integrating the concept of wants and needs role-playing financial transactions (e.g., using bills and coins)