**Curriculum Correlation**

**Master 90a**

**Number Cluster 8: Financial Literacy**

**ON**

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| **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** |
| NumberQuantity Relationships– 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)Counting– 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)Cross Strand: Patterning and AlgebraPatterns and Relationships– 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** |
| NumberQuantity Relationships– estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollarOperational Sense– 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) |

**Curriculum Correlation**

**Master 90b**

**Number Cluster 8: Financial Literacy**

**BC/YT**

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| **Kindergarten** |
| Financial literacy — attributes of coins and financial role-play* 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** |
| Number concepts to 20* Counting– skip-counting by 2 and 5 (Activities 37, 40)

Addition and subtraction to 20 (understanding of operation and process)* Nature scavenger hunt in Kaska Counting Book ([http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf](http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska%20Counting%20Book.pdf)) (Activity 38)

Financial literacy – values of coins and monetary exchanges* 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)Cross Strand:Repeating patterns with multiple elements and attributes– patterns using visuals (ten-frames, hundred charts)– investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart) |
| **Grade 2** |
| Financial literacy — coin combinations to 100 cents, and spending and saving* 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)
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