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| **Modelling Dollars and Cents to 200 Behaviours/Strategies** | | | |
| 1. Student models amount in one way (using smaller denominations).   “I used nickels to make 95¢ because I know how to skip-count by 5s: 5, 10, 5, …, 85, 90, 95.” | 1. Student models amount in more than one way, but trade was not accurate.   A picture containing text, different, bunch, several  Description automatically generated  “I traded 4 toonies for a $10 bill.” | 1. Student models amount in more than one way and skip-counts to check.   A picture containing calendar  Description automatically generated  “50, 100, 150, 160, 170, 180, 190, 195, 196, 197, 198. The collection has a value of $198.” | 1. Student successfully models amount in different ways and finds fewest number of coins and/or bills needed.   A picture containing text  Description automatically generated  “To find the fewest number, I traded smaller coins/bills for larger coins/bills until I could make no more trades.” |
| **Observations/Documentation** | | | |
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