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| **Modelling Dollar Amounts to $100 Behaviours/Strategies** | | | |
| 1. Student models amount in one way (using smaller denominations).     “I used toonies to make $98 because I know how to  skip-count by 2s:  2, 4, 6, …, 94, 96, 98.” | 1. Student models amount in more than one way, but trade was not accurate.     “I traded 4 toonies for a $10 bill.” | 1. Student models amount in more than one way and skip-counts to check.     "50, 60, 70, 80, 90, 95, 96, 97, 98. The collection has a value  of $98." | 1. Student successfully models amounts in different ways and finds fewest number of coins/bills needed.     “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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