

LEARNING ABOUT MONEY

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 6 AND 7**



ACTIVITY SUMMARY

Students will look at, touch and learn to recognize Canadian coins and bills.

FINANCIAL AND COOPERATIVE SKILLS

- Learning the value of Canadian coins and bills
- Recognizing Canadian money
- Making a purchase under a certain amount



AGE GROUP
Students ages 6 and 7



WHEN
May or October



TIME REQUIRED
3 hours and 30 minutes

AREA OF LEARNING
Environment and consumption

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
Mathematics	Reasoning using math concepts and processes	<ul style="list-style-type: none"> • Counting real or illustrated money • Processing a situation using materials, diagrams or equations • Determining an amount or the difference between 2 natural numbers using their own processes

AFFECTED DISCIPLINARY COMPETENCIES

Disciplines	Competencies
English	Oral communication

NON-DISCIPLINARY SKILLS

- Cooperation
- Developing efficient work methods

PREPARATION

STUDENTS LEARN TO RECOGNIZE CANADIAN COINS AND BILLS.

TASK 1 LEARNING ABOUT CANADIAN COINS AND BILLS



TIME REQUIRED
45 minutes



TEACHING MATERIAL
Canada's Coins and Bills
[On desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVE

At the end of this task, students will be able to recognize Canadian coins as well as \$5, \$10 and \$20 bills.

Instructions

1. Ask students to bring Canadian coins.
2. Ask them what they know about Canadian coins and bills.
3. Have the students look at and describe the coins and bills.
4. Ask students to handle the coins and bills and describe how they feel.
5. Use the **Canada's Coins and Bills** sheet to tell students about each coin and bill.
6. Compare Canadian coins with coins from other countries.

TEACHER'S NOTES

- Possible observations of the coins:
 - 2 sides, heads and tails
 - both sides are different
 - information on 2 sides (year, denomination, country, Queen)
 - the Queen appears on every coin
- Possible observations of bills:
 - 2 sides
 - photo
 - serial number
 - country
 - transparent strip
 - colours
- Visually impaired people can use the serrated or smooth edges of the coins, and the raised dots at the top right corner of bills to recognize coins and bills.
Read the Bank of Canada document: [More Than Meets The Eye](https://www.bankofcanada.ca/en/2014/01/more-than-meets-the-eye) Sur desjardins.com
- Children from other countries can share what they know about the currency from those countries.
- Discuss the elimination of the penny and explain how to round prices up or down when paying in cash.

TASK 2

PLAYING WITH COINS AND BANK NOTES



TIME REQUIRED

15 to 30 minutes
(optional task)

TEACHER'S NOTES

You can ask students to cover their eyes, pick up a coin and guess what denomination they picked up. Read more about the features of each coin in task 1.

TASK 2 OBJECTIVE

At the end of this task, students will be able to recognize Canadian coins as well as \$5, \$10 and \$20 bills.

Instructions

1. Form teams of 2 students.
2. Ask students to sit back to back.
3. At the teacher's signal, 1 of the 2 students chooses a coin or bill and gives hints to their partner to help them guess the denomination. When the student guesses correctly, the student chooses another coin or bill and guesses again, until the time has elapsed.
4. Once the time is up, the teacher gives the signal and the students change places.
5. Review what students learned during this task.

EXECUTION

STUDENTS LEARN TO UNDERSTAND AND CALCULATE THE VALUE OF COINS AND BILLS.

TASK 1

DIFFERENTIATING BETWEEN VALUE AND QUANTITY



TIME REQUIRED

45 minutes (including
time for cutting)



TEACHING MATERIAL

Canada's Coins and Bank
Notes
On [desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

1. Example of money piles for comparison:
 - A large pile of nickels and a small pile of quarters. It's important to show the difference between quantity and value.
2. Definitions:
 - **Value:** what an object is worth, its price
 - **Quantity:** number of elements in a whole

TASK 1 OBJECTIVE

At the end of this task, students will be able to differentiate between the value and quantity of coins and bills.

TASK 1 DIFFERENTIATING BETWEEN VALUE AND QUANTITY (SUITE)

Instructions

1. Form 2 piles of coins for the class. Ask students to name the pile with the most money.
2. Count the pile for the students and demonstrate that the largest pile (with the largest quantity of coins) isn't necessarily the pile with the largest monetary value.
3. Discuss the definitions of the words **value** and **quantity**.
4. Hand out the Canada's Coins and Bills sheet and have the children cut out the coins and bills.
5. Ask students to use the cut-outs to individually answer the following two questions:
 - What quantity of coins and bills do you have? The team should have 12 coins and 6 bills.
 - What is the value of all the coins and bills? The team should have \$76 and \$0.80.

EVALUATION

STUDENTS LEARN TO CALCULATE THE VALUE OF COINS AND BILLS AND MAKE PURCHASES UNDER THAT AMOUNT.

TASK 1 BUYING ITEMS AT THE SCHOOL STORE



TIME REQUIRED
60 minutes



TEACHING MATERIAL
At the Store!
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

Read the evaluation grid on the **At the Store!** sheet to evaluate the students and their understanding of the 4 skills.

TASK 1 OBJECTIVE

At the end of this task, students will be able to recognize and calculate the value of coins and bills, and establish a link with items for sale in the school store.













Instructions

1. Hand out the **At the Store!** sheet to students.
2. Ask students to perform the task.
3. Go over it as a group and discuss the students' ideas.

Illustrations of Canadian Coins and Bank Notes

The following images represent the coins and bank notes currently used in Canada¹. The current series of Canadian bills, the *Canadian Journey Series*, has been in circulation since 2001 and is the 6th series issued by the Bank of Canada since 1935.

Being sovereign of Canada, Queen Elizabeth II appears on the obverse (head) of every Canadian coin as well as on the \$20 bill..

Canadian coins and bills	
Coins	
Obverse (head)	Reverse (tail)
 <p>0.01 (1 cent) Elizabeth II: Born in London on April 21, 1926. She's been Queen of 16 sovereign states (including Canada) and head of the Commonwealth since February 6, 1952.</p>	 <p>0.01 (1 cent) The maple leaf: It is one of Canada's official emblems and at the center of the Canadian flag. The maple has always been a very important economic resource in Canada. In addition to providing wood, every year, the maple produces syrup which is then exported in several countries.</p>
 <p>0.05 (5 cents) Elizabeth II</p>	 <p>0.05 (5 cents) The beaver: The beaver is closely linked the country's development, especially to the fur trade. It was recognized as one of Canada's official emblems on March 24, 1975.</p>
 <p>0.10 (10 cents) Elizabeth II</p>	 <p>0.10 (10 cents) The Bluenose: Famous schooner depicted on the Canadian 10 cent piece for the 1st time in 1937. The Bluenose won several races between Canadian and American fishermen before World War II. The Bluenose and her captain, Angus Walters, were inducted into the Canadian Sports Hall of Fame in 1955.</p>
 <p>0.25 (25 cents) Elizabeth II</p>	 <p>0.25 (25 cents) The caribou: The caribou is omnipresent in Northern Canada. Many of Canada's Aboriginal native people, including the Inuit, could not have survived in the North without the food, clothing and shelter provided by caribous.</p>
 <p>1.00 (1 dollar) Elizabeth II</p>	 <p>1.00 (1 dollar) The loon: Also referred to as the common loon. It lives in Greenland, Canada, Alaska and certain regions of the United States. The loon symbolizes wilderness and solitude. It's particular song can be heard in all the humid regions of Canada. The \$1 bill was introduced for the 1st time in 1987. <i>(loonie)</i></p>
 <p>2.00 (2 dollars) Elizabeth II</p>	 <p>2.00 (2 dollars) The white bear: Great representative of the Canadian arctic wildlife, the polar bear lives in all Great North regions, in particular the Yukon, Northwest Territories, Manitoba, Ontario, Quebec and Labrador. More than half of the world's polar bear population is found in Canada. The \$2 coin was introduced in February 1996. <i>Commonly called a toonie</i></p>

Canadian coins and bills

Bank Notes

Obverse
Reverse
5.00


Sir Wilfrid Laurier: 7th Prime Minister of Canada, in office from 1896 to 1911. Born in Saint-Lin on November 20, 1841, he was the 1st French Canadian to be Prime Minister. He passed away on February 17, 1919.

5.00


Winter scene

10.00


Sir John Alexander Macdonald: 1st Prime Minister of Canada. He was born in 1815 and died in 1891. He served a 1st term from July 1, 1867 to November 5, 1873, and a 2nd term from October 17, 1878 to June 6, 1891. He is known as the Father of Confederation.

10.00


Warfare and remembrance

20.00


Elizabeth II: Born in London on April 21, 1926. She's been Queen of 16 sovereign states (including Canada) and head of the Commonwealth since February 6, 1952.

20.00


Amerindian artworks by Canadian sculptor Bill Reid (1920-1998)

50.00


William Lyon Mackenzie King: 10th Prime Minister of Canada. He was born on December 17, 1874 and died on July 22, 1950. With his 21 years in office, he is the longest-serving Prime Minister in Commonwealth history.

50.00


Nation building

100.00


Robert Borden: 8th Prime Minister of Canada, born on June 26, 1854 and died on June 10, 1937. Having held the position from 1911 to 1920, he was the Prime Minister in office during World War I and passed the War Measures Act in 1914.

100.00


Exploration and innovation

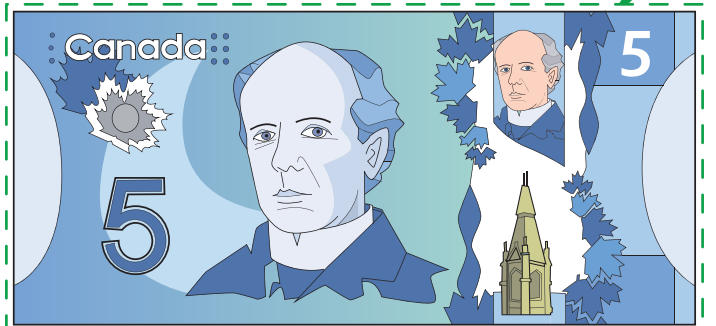
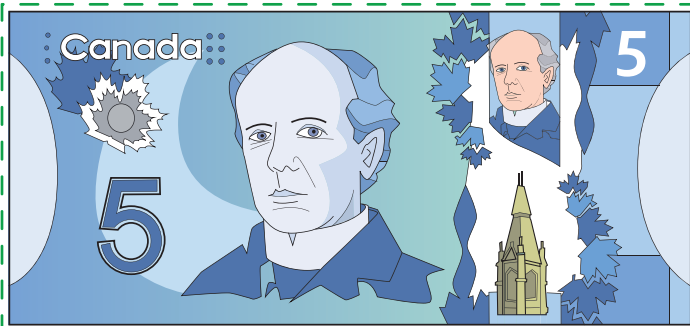
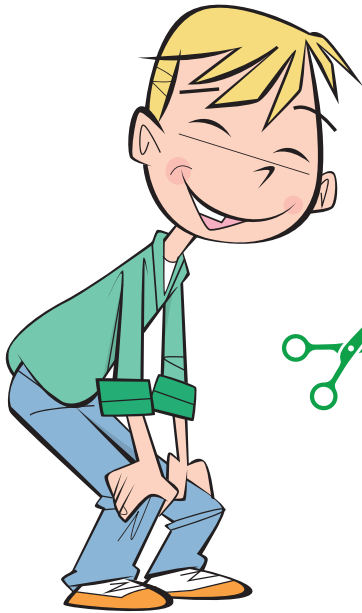
1. Last update: July 2009.

Sources: "Canadian Dollar", Wikipedia and the Bank of Canada.

CANADA'S COINS AND BILLS



CANADA'S COINS AND BILLS



Name: _____

Date: _____

AT THE STORE!

Here are some of the items you can buy at the school store.

Top Shelf:

- Pencil: \$1
- Eraser: \$1
- Note pad: \$2

Middle Shelf:

- Pencil crayons: \$5
- Book: \$5
- Note book: \$2

Bottom Shelf:

- Pen: \$2
- Backpack: \$15

Name: _____

Date: _____

AT THE STORE!

For each of the kids below, make a list of three items they can afford to buy at the school store.



Charlotte has \$ _____.

She can buy:

-
-
-

After she's made her purchases, she'll have \$ _____ left.

Calculation:



Aiko has \$ _____.

She can buy:

-
-
-

After she's made her purchases, she'll have \$ _____ left.

Calculation:



William has \$ _____.

He can buy:

-
-
-

After he's made her purchases, he'll have \$ _____ left.

Calculation:



AT THE STORE!

AN OWNER'S GUIDE

Student's name

The student knows the value of each coin and bill

The student is able to calculate how much money each kid has

The student is able to correctly calculate the total purchase amount for each kid

The student is able to correctly calculate how much each kid has left after they've made their purchases