

# 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"> <li>• Counting real or illustrated money</li> <li>• Processing a situation using materials, diagrams or equations</li> <li>• Determining an amount or the difference between 2 natural numbers using their own processes</li> </ul> |

## 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/2014/05/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.