







Master 98: Activity 39 Assessment

Money Amounts

Counting and Representing Money Amounts Behaviours/Strategies			
<p>Student needs to count to trust the value of a coin.</p>  <p>"1, 2, 3, 4, 5"</p>	<p>Student touches a nickel and says "1, 2, 3, 4, 5."</p>  <p>"1, 2, 3, 4, 5"</p>	<p>Student continues to skip-count by 5s when the next coin is a cent.</p>  <p>"5, 10, 15"</p>	<p>Student randomly counts a collection of coins.</p>  <p>"1, 6, 16, 21"</p>
Observations/Documentation			
<p>Student sorts then counts a collection of coins.</p>  <p>"10, 10 more, and 1 cent. That's 21 cents."</p>	<p>Student randomly selects coins to represent a money amount in a different way, paying no attention to values.</p>	<p>Student clears all the coins away and starts fresh to represent a money amount in a different way.</p>	<p>Student systematically trades coins to represent a money amount in different ways.</p>  <p>"I can trade the 2 nickels for 1 dime."</p>
Observations/Documentation			