

# Curriculum Correlation

## Number Cluster 8: Financial Literacy

ON

Kindergarten
15.8 explore different Canadian coins, using coin manipulatives (e.g., role-play the purchasing of items at the store in the dramatic play area; determine which coin will purchase more – a loonie or a quarter)
Grade 1
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> <li>– identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars) (Activity 36)</li> <li>– represent money amounts to 20¢, through investigation using coin manipulatives (Activities 37, 40)</li> </ul> <p>Counting</p> <ul style="list-style-type: none"> <li>– count forward by 1s, 2s, 5s, and 10s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundred chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes) (Activities 37, 40)</li> </ul> <p>Cross Strand: Patterning and Algebra</p> <p>Patterns and Relationships</p> <ul style="list-style-type: none"> <li>– identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...)</li> <li>– describe numeric repeating patterns in a hundred chart</li> </ul>
Grade 2
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> <li>– estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar</li> </ul> <p>Operational Sense</p> <ul style="list-style-type: none"> <li>– add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols)</li> </ul>

# Curriculum Correlation

## Number Cluster 8: Financial Literacy

BC/YT

Kindergarten
Financial literacy — attributes of coins and financial role-play <ul style="list-style-type: none"> <li>noticing attributes of the Canadian coins (colour, size, pictures)</li> <li>identifying the names of coins</li> <li>role-playing financial transactions, such as in a restaurant, bakery, or store, using whole numbers to combine purchases (e.g., a muffin is \$2.00 and a juice is \$1.00), and integrating the concept of wants and needs</li> </ul>
Grade 1
Number concepts to 20 <ul style="list-style-type: none"> <li>Counting               <ul style="list-style-type: none"> <li>skip-counting by 2 and 5 (Activities 37, 40)</li> </ul> </li> </ul> Addition and subtraction to 20 (understanding of operation and process) <ul style="list-style-type: none"> <li>Nature scavenger hunt in Kaska Counting Book (<a href="http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska%20Counting%20Book.pdf">http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf</a>) (Activity 38)</li> </ul> Financial literacy – values of coins and monetary exchanges <ul style="list-style-type: none"> <li>Identifying values of coins (nickels, dimes, quarters, loonies, and toonies) (Activities 36, 37, 40)</li> <li>Counting multiples of the same denomination (nickels, dimes, loonies, and toonies) (Activities 37, 40)</li> <li>Money is a medium of exchange (Activity 40)</li> <li>Role-playing financial transactions (e.g., using coins and whole numbers), integrating the concept of wants and needs (Activities 39, 40)</li> <li>Trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools) (Activity 38)</li> </ul> Cross Strand: Repeating patterns with multiple elements and attributes <ul style="list-style-type: none"> <li>patterns using visuals (ten-frames, hundred charts)</li> <li>investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart)</li> </ul>
Grade 2
Financial literacy — coin combinations to 100 cents, and spending and saving <ul style="list-style-type: none"> <li>counting simple mixed combinations of coins to 100 cents</li> <li>introduction to the concepts of spending and saving, integrating the concept of wants and needs</li> <li>role-playing financial transactions (e.g., using bills and coins)</li> </ul>