

Grade 1 Number Sense & Numeration

Curriculum Expectation

Identify and describe various coins (ie., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (eg. the value of a penny is one cent; the value of a toonie is two dollars)

Represent money amounts to 20¢, through investigation using coin manipulatives.

Count forward by 1's, 2's, 5's, and 10's to 100 using a variety of tools and strategies (eg. count groups of pennies, nickels, or dimes).

Add and subtract money amounts to 20¢ using coin manipulatives and drawings.

Grade 2 Number Sense & Numeration

Curriculum Expectation

Represent, compare, and order whole numbers to 100, including money amounts to 100¢.

Compose and decompose two-digit numbers in a variety of ways, using concrete materials (eg. compose 37¢ using one quarter, one dime, and two pennies).

Estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar.

Add and subtract money amounts to 100¢, using a variety of tools and strategies.

Grade 3 Number Sense & Numeration

Curriculum Expectation

Represent and describe the relationships between coins and bills up to \$10.

Estimate, count, and represent (using the \$ symbol) the value of a collection of coins and bills with a maximum value of \$10.

Add and subtract money amounts, using a variety of tools, to make simulated purchases and change for amounts up to \$10.

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Name: _____

Date: _____

Counting Coins #1

Count to find the total value of the coins.

Keep track of your counting under each coin.

1.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

2.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

3.  =

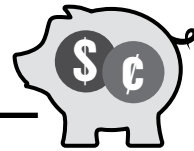
_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

4.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

5.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢



Counting Coins #2

Count to find the total value of the coins.

Keep track of your counting under each coin.

1.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

2.  =


_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

3.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

4.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

5.  =

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢



Name: _____

Date: _____

Counting Coins #3

Count to find the value of coins in each piggy bank.

1.



2.



3.



4.



5.

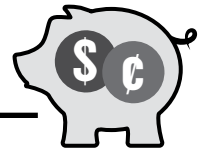


6.



Name: _____

Date: _____



Making Change



Suppose you bought this pair of mittens with a \$10 bill. The store clerk would give you back change.

Here is one way the clerk can make change for you. Count up from \$7.29 to \$10.00

\$7.29 ... **\$7.30**, **\$7.40**, **\$7.50**, **\$7.75**, **\$8.00** **\$10.00**

Add up the coins to find the change you would get back.

Your change would be **\$2.71**.





Name: _____

Date: _____

Making Change to \$10.00

Draw pictures to show the money you would use to make change. Then write the total amount of change.



\$1.35



\$2.20



\$3.86



\$6.98

- a) Jeremy buys a pair of socks and pays with a five-dollar bill.
- b) Sam buys an ice cream and pays with a toonie and 2 loonies.
- c) Beth buys a newspaper and pays with 12 quarters.
- d) Frankie buys a toy truck and pays with a ten-dollar bill.