

1 – Extension Activity for *Earn, Save, Spend & Share*

Specific Outcome(s)

At the end of this extension activity, students will be able to differentiate between the value and quantity of Canadian coins and count money.

Materials Needed

- Play money
 - Four dimes
 - Six nickels
 - Three quarters
 - Two loonies
 - One toonie
- Small desk or table

Procedure

- Place the four dimes in a pile on the right side of the table and the six nickels in a pile on the left side of the table.
- Ask students to identify the pile of money with the biggest number of coins (i.e., the pile of nickels). Together, count the number of nickels (i.e., six coins).
- Ask students to identify the monetary value of the pile of nickels. Model counting by 5s to determine the monetary value of the nickel (i.e., 30 cents).
- Ask students to identify the number of coins in the pile of dimes (i.e., four coins).
- Ask students to identify the monetary value of the pile of dimes. Model counting by 10s to determine the monetary value of the dimes (i.e., 40 cents).
- Share with students the following definition of quantity: “Quantity is the number items in a whole (i.e., the number of coins in the pile).”
- Ask students the following questions:
 - “What is the quantity of coins in the pile of nickels?”
 - “What is the quantity of coins in the pile of dimes?”
- Share with students the following definition of value: “Value is what an object is worth. In other words, its it’s price.”
- Ask students the following questions:
 - “What is the value of coins in the pile of nickels?”
 - “What is the value of coins in the pile of dimes?”
- Reiterate that quantity and value do not mean the same thing. The pile of nickels has a higher quantity, but the pile of dimes has a higher value.
- Time permitting, repeat the procedure using quarters, loonies, and toonies.
 - The number of coins used can be adjusted depending on what is available and the interests of the students.