

## 4 – Extension Activity for *Comparing Costs*

### Specific Outcome(s)

- Physical Education and Wellness
  - Money is commonly exchanged in the form of
    - currency
  - Currency includes coins and paper money.

At the end of this extension activity, students will be able to identify nickels, dimes, quarters, loonies, and toonies as coins and \$5.00, \$10.00, \$20.00, \$50.00, and \$100.00 bank notes as bills.

### Materials Needed

- Scissors
- Magnets (optional)
- Play money and jars (optional)

### Materials Provided

- Coin cards
- Bank note cards
- Category headings

### Logistics

- Photocopy and cut the coin cards, the bank note cards, and the category headings.
  - You may complete this activity as a class.
  - If it's available, you may use play money instead of the money cards.
  - If you would like to have each student sort the cards individually or in pairs, print enough copies for each student.

### Procedure

- Remind students that our currency is the Canadian dollar, and we use coins and bills for our money in Canada.
  - Money is currency, and it looks different in different places in the world.
  - Coins are made of metal, and they're round.
  - Bills are made of a plastic-like material, and they're rectangular.
- Additionally, share that a decimal is used to write numbers that aren't whole numbers (e.g., a loonie represents a whole number, while a quarter represents only part of a whole number). You may want to use "more than" and "less than" comparisons to help students with their understanding of place value.

- If you are completing this activity as a class
  - Use magnets to post the category headings.
  - Ask students where each money card or play money belongs.
    - Encourage students to explain why nickels, dimes, quarters, loonies, and toonies are coins and why \$5.00, \$10.00, \$20.00, \$50.00, and \$100.00 bank notes are bills.
- If students are completing this activity independently or in pairs
  - Hand out the category headings and the money cards or play money.
  - Have students put the coins and bills into the correct category.
- Have students return their materials to you and thank them for their hard work. Ask them the following review questions to solidify their learning:
  - "What colours are our coins? What colours are our bills?"
  - "What shape are coins? What shape are bills?"
  - "Are coins smaller or larger than bills? Are bills smaller or larger than coins?"







Coins

Bills