



Teacher/Grade(s)/Title/Theme: Nicole Trudell, <b>Grade 1, How We Use Money in Our Communities, Financial Literacy</b>	
Curriculum Instructional Area(s): <b>Math</b>	
Time of Year to be Taught: February	Number of Lessons: 12
<b>Guiding Personal Teaching Philosophy:</b>  My teaching philosophy is built on a holistic approach that meets the physical, emotional, mental and spiritual needs of a child. I will create a safe, inclusive, and culturally sensitive learning environment that encourages inquiry, hands-on learning, and collaborative learning. Whenever possible, by using land-based or place-based learning, it will help to make learning relevant and tangible. I will plan lessons that integrate social emotional learning that fosters empathy, community, and resilience.	
<b>Indigenous Instructional Practice:</b>  Experiential activities: Engaging in activities like hands-on activities and visiting the school cafeteria to purchase a treat using coins to pay for their purchase.	
<b>First People's Principle of Learning:</b>  Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. (learning that using money or trading for goods supports self, family and community)  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). (hands-on experiential learning about money, its value, and trading for goods)	
<b>Big Idea(s):</b>  Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.	

Concrete graphs help us to compare and interpret data and show one-to-one correspondence.
<b>Unit Focus Question(s):</b>  What is the value of Canadian coins and how do we use them?  Why did Indigenous people trade things? Why do we use money instead of always trading things? How is using money to buy a candy bar similar to trading a toy for a book? Connect Indigenous ways to Western ways.  Is the coin or trade item with the biggest size always the most valuable? (eg. Is a dime worth less value than a nickel because it is smaller? Is a large basket of berries worth more than a small square of fur?)
<b>Learning Targets</b>
Content (know): <ul style="list-style-type: none"> <li>• Financial literacy; values of coins, and monetary exchanges</li> <li>• Addition and subtraction to 20</li> <li>• Meaning of equality and inequality</li> <li>• Reflect on mathematical thinking</li> </ul>
Competencies (do): <ul style="list-style-type: none"> <li>• Incorporate Indigenous worldviews and perspectives to make connections to mathematical concepts</li> <li>• Visualize to explore mathematical concepts</li> <li>• Develop mental math strategies and abilities to make sense of quantities</li> <li>• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> </ul>
<b>Can Do Statements:</b>
I can demonstrate the values of coins.  I can explain how to add and subtract coins.  I can demonstrate skip counting coins.  I can compare data on a graph and determine which group has the greatest/least amount of each coin.  I can explain how Indigenous people used trading for goods.  I can make a purchase at the school cafeteria using coins.
<b>Assessments</b>
Formative

- Gallery Walk
- Worksheets (Product)
- Observations - what strategies are students using to count, solve problems
- Discussions - what strategies are students using? Ask them to explain their thinking behind their answer
- Journal Entries (Product)

#### Summative

- Buying a treat at the school cafeteria - observe how they count out money for their purchase. Students will have used strategies from this unit to determine how many coins are needed to buy their item(s).

#### How will learners demonstrate what they can do with what they know?

Reading/Writing	Verbal	Product
Journal Entry - Trading Goods	Discussions about adding coins, counting coins, inequalities with coins, graphing coins	Worksheets (Skip Counting, Adding, Inequality, Graphing)
		Purchase of treat from school cafeteria

#### Major Activities

##### Beginning:

Counting and Identifying Canadian Money Video - [https://youtu.be/65LHz7PgfrI?si=ThzDTNpt7XHA8\\_a0](https://youtu.be/65LHz7PgfrI?si=ThzDTNpt7XHA8_a0) (stop at 2:11 as it continues past \$2 coin)

Skip Counting - Money Math Mats (class circle work on floor)

Addition with Coins - Worksheets (class circle work on floor, play coins in the centre of the circle and discuss strategies - we do, you do)

##### Middle:

Inequality - Worksheets (students to help demonstrate with number is the bigger numbers) and work through worksheet as a class - which symbol goes in the circle for each line

Graphing - Small groups of students get two bags of randomly pre-sorted coins to graph

##### End:

- Exploring trading for goods through simulations - Indigenous financial literacy (possible Oral Storytelling from Knowledge Keeper)

- Financial Literacy and Cafeteria Treat Time - students will learn what \$2.00 looks like in a variety of coin combinations and then the final lesson will be a visit to the school cafeteria to purchase a treat using coins

- Lesson 1 - Skip Counting with Money
- Lesson 2 - Skip Counting with Money (Part 2)
- Lesson 3 - Addition Strategies with Money
- Lesson 4 - Addition Money
- Lesson 5 - Addition with Coins
- Lesson 6 - Inequality with Coins
- Lesson 7 - Inequality with Coins
- Lesson 8 - Graphing with Coins
- Lesson 9 - Graphing with Coins
- Lesson 10 - Trading for Goods (Indigenous financial literacy) Consider asking a Knowledge Keeper to come in and share trading stories
- Lesson 11 - Financial Literacy - Let's explore what \$2 means Observe and assess the ways in which students are able to skip count by tens, fives, twenty fives, loonies and toonies. Gallery Walk.
- Lesson 12 - Cafeteria Treat Time - I have \$2, what can I get? Buy and enjoy a treat! Observe and assess transactions for correct use of addition and subtraction.

#### CONTENT BREAK DOWN (WHAT STUDENTS KNOW)

##### New Language and Elements



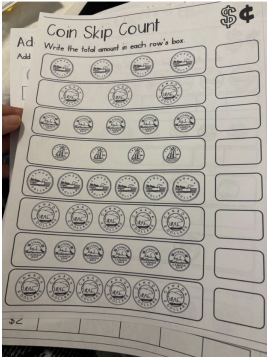
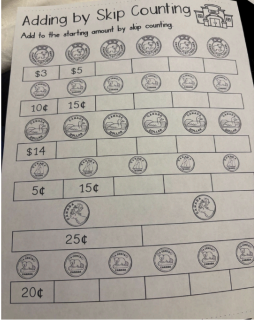
Vocabulary	Elements	Strategies to support
Twoonie, loonie, quarter, dime, nickel, penny	Counting, addition	Anchor chart and whiteboard for vocab
Money		Manipulatives to help with counting
Coins		Class conversations to discuss strategies and work through worksheets together
Trading for Goods		

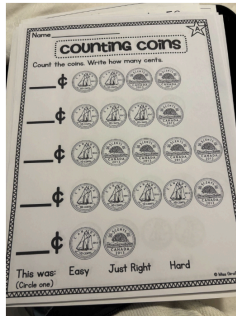
#### COMPETENCY BREAK DOWN (WHAT STUDENTS WILL DO)

Products: Worksheets with manipulatives (coins)

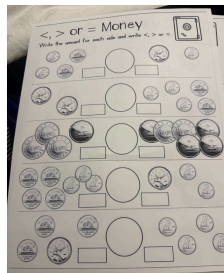
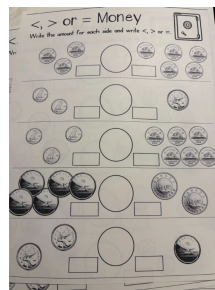
Perspectives: Understand the difference between using coins/money to acquire goods and trading items for other items (Indigenous versus Western ways)

Practices: Buying a treat from the school cafeteria and using coins to pay for purchase (add and subtract coins)

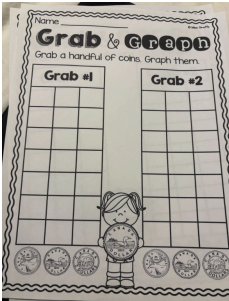
RESOURCES		
DIGITAL	PRINT	MANIPULATIVES
<p>Video for unit hook -</p> <p> Counting and Identifying Canadi...</p>	<p>Money sorting mats</p>  <p>Skip counting worksheet</p>  <p>Adding Worksheet</p>  <p>Counting Coins Worksheets</p>	<p>play money (coins)</p> <p>Items for Indigenous lesson on trading (pasta shells, pebbles, felt squares to represent fur, red pompoms to represent berries etc.)</p> <p>\$ 2.00 in various coins brought in from home (this will be used to buy something from the cafeteria in the final lesson)</p> <p>Chart paper and markers, whiteboard markers</p>



Inequality with coins worksheets



Graphing worksheet

		
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\$2.00	.10	1.00	.25	.10	1.00
	.10	1.00	.25	.10	.25
	.10		.25	.5	.25
	.10		.25	.10	.25
	.10		.25	.10	.25
	.10		.25	.5.10	
	.10		.25	.10	
	.10		.25	.5.10	
	.10		.25	.10	
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Example of whiteboard chart for lesson 11