


**Planning for
Start-Up in the New
Grade 2 Math
Provincial Cohort
August 22, 2022
Session 1**





In the spirit of reconciliation, we want to acknowledge that this gathering is taking place on traditional lands across the province of Alberta, home to many diverse Indigenous, Métis and Inuit peoples. We acknowledge that this land is a traditional meeting ground giving voice to its original peoples and the story of creation of this country in a way that history has forgotten.

Treaty 6 Acknowledgement

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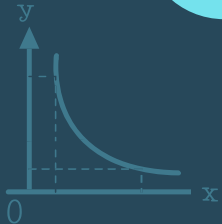
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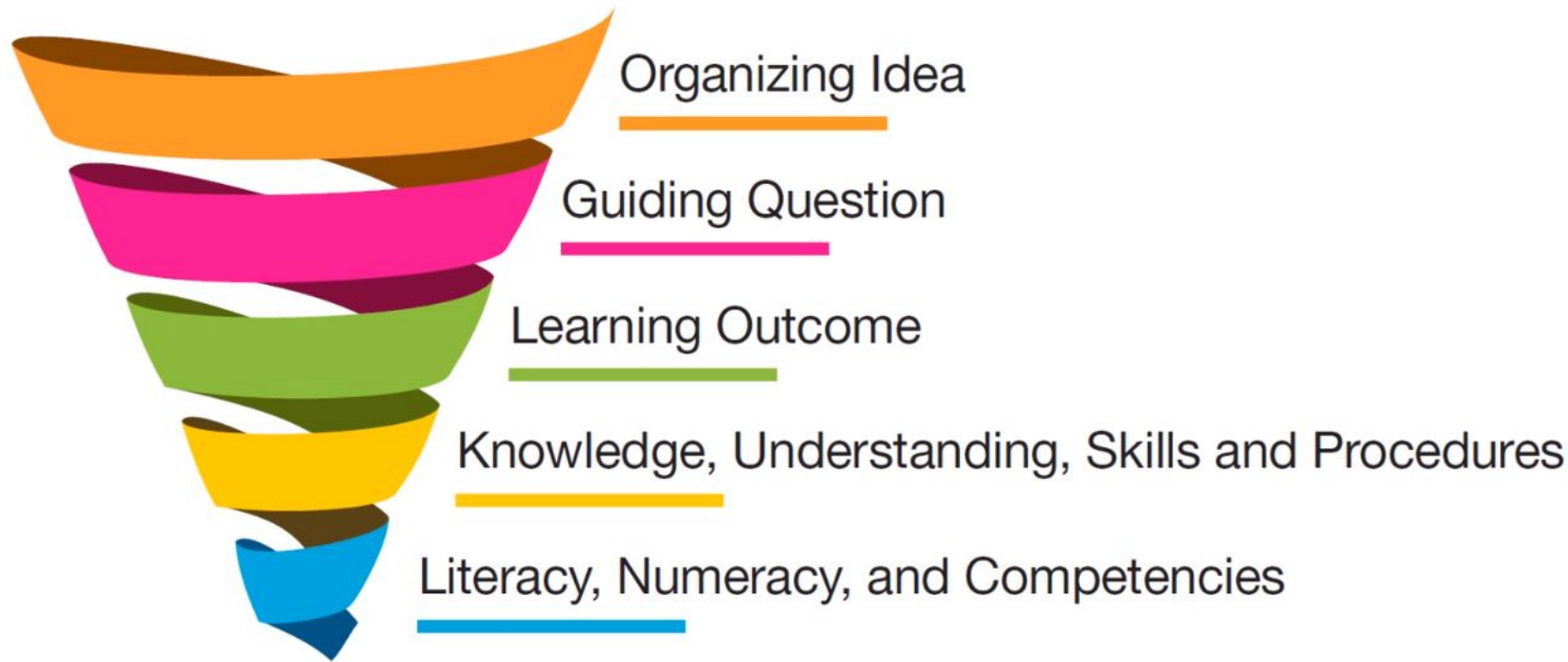
Planning -
suggestions, resource
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Grade 2 Document Overview



Architecture and Design of Provincial K–12 Curriculum

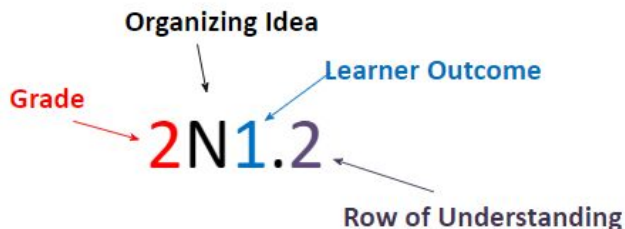


Document
Overview

Numbered Outcomes
including Financial Literacy
Outcomes



**Mathematics Kindergarten to Grade 6 Curriculum
& Financial Literacy for K-2**



	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.								
Guiding Question	How can quantity contribute meaning to daily life?			How can quantity be communicated?			How can quantity contribute to a sense of number?		
Learning Outcome	KN1.1 Children investigate quantities to 10.			1N1.1 Students interpret and explain quantities to 100.			2N 1.1 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Quantity can be represented using objects pictures words numerals	Quantity can be the number of objects in a set.	Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.	A numeral is a symbol or group of symbols used to represent a number. The absence of quantity is represented by 0.	Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented in multiple ways.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.	Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones. Places that have no value within a given number use zero as a placeholder. The number line is a spatial representation of quantity.	There are infinitely many natural numbers. Every digit in a natural number has a value based on its place. Each natural number is associated with exactly one point on the number line.	Represent quantities using words and natural numbers. Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. Relate a number, including zero, to its position on the number line.

**Mathematics Kindergarten to Grade 6 Curriculum
& Financial Literacy for K-2**

	Kindergarten			Grade 1			Grade 2		
Learning Outcome	KN1.2 Children investigate quantities to 10. (to 5)			1N1.2 Students interpret and explain quantities to 100.			2N 1.2 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Quantity can be determined by counting.	<p>a. A quantity is always counted using the same sequence of words (counting principle: stable order).</p> <p>b. A quantity remains the same no matter the order in which the objects are counted (counting principle: order irrelevance).</p> <p>c. A quantity can be determined by counting each object in a set once and only once (counting principle: one-to-one correspondence).</p> <p>d. The last number used to count represents the quantity (counting principle: cardinality).</p> <p>e. Any quantity of like or unlike objects can be counted as a set (counting principle: abstraction).</p>	Count within 10, forward and backward, starting at any number, according to the counting principles.	<p>Counting can begin at any number.</p> <p>Counting more than one object at a time is called skip counting.</p>	<p>Each number counted includes all previous numbers (counting principle: hierarchical inclusion).</p> <p>A quantity can be determined by counting more than one object in a set at a time.</p>	<p>Count within 100, forward by 1s, starting at any number, according to the counting principles.</p> <p>Count backward from 20 to 0 by 1s.</p> <p>Skip count to 100, forward by 5s and 10s, starting at 0.</p> <p>Skip count to 20, forward by 2s, starting at 0.</p>	<p>A quantity can be skip counted in various ways according to context.</p> <p>Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).</p>	<p>A quantity can be interpreted as a composition of groups.</p>	<p>Decompose quantities into groups of 100s, 10s, and 1s.</p> <p>Count within 1000, forward and backward by 1s, starting at any number.</p> <p>Skip count by 20s, 25s, or 50s, starting at 0.</p> <p>Skip count by 2s and 10s, starting at any number.</p> <p>Determine the value of a collection of coins or bills of the same denomination by skip counting.</p>



Language Conventions

Language Convention	Interpretation for Implementation	Example from Curriculum
including/include(s)	A list following “including” or “include(s)” contains required knowledge. Students must know all elements of the list in order to achieve the learning outcome.	Subtraction can be applied in various contexts, including <ul style="list-style-type: none">• comparing two quantities• taking away one quantity from another• finding a part of a whole
such as	A list following “such as” provides a list of illustrative examples that support the learning outcome. Teachers may use any of these examples, or they may choose others.	Right angles can be identified using various referents, such as <ul style="list-style-type: none">• the corner of a piece of paper• the angle between the hands on an analog clock at 3:00• a capital letter L
content in parentheses	Words in parentheses are subject-specific terms for teachers and parents. These words follow the associated age-appropriate terms for students.	A shape can change orientation or position through slides (translations), turns (rotations), or flips (reflections).

Verbs Are Defined by Context

Kindergarten: Number

LO: Children **interpret** compositions of quantities within 10.

Verbs from Associated Skills and Procedures

Identify
Compose
Recognize

Grade 1: Geometry

LO: Students **interpret** shape in two and three dimensions.

Verbs from Associated Skills and Procedures

Identify
Model
Sort
Compose
Decompose
Investigate

Grade 3: Number

LO: Students **interpret** fractions in relation to one whole.

Verbs from Associated Skills and Procedures

Model
Visualize
Identify
Name
Express
Compare

Curriculum Comparison Document

Document
Overview

Year At A Glance

Grade 2 Math Curriculum Comparison Shifts for the New Alberta Curriculum

Guide to Using this Document

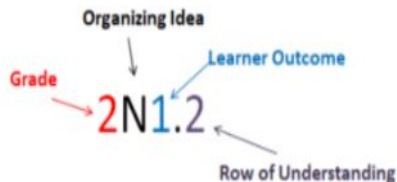
It is critical that users view the instructional video guide prior to engaging with this document.

Please access the [Video Guide](#) by clicking the hyperlinked title.

Note: The instructional videos use the Kindergarten math curriculum as an exemplar.

Numbered Curriculum Document

Please access the numbered curriculum document [video instructions](#) by clicking the hyperlinked title.



Important Links

Comparison of Current 2007 Curriculum or Draft 2021 [Changes](#) to the new April 2022 Version

Comparison of [Multi-grades](#) of new Curriculum

N = Number

P= Patterns

M = Measurement

Time = T

Geometry = G

Statistics = ST

Outcomes from 2007 Curriculum	Understandings from April Release (New Understandings)	April Outcomes, Knowledge, Skills and Procedures	
Number Strand		Organizing Idea Number (N): Quantity is measured with numbers that enable counting, labeling, comparing and operating.	
Specific Outcome 1 Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively 10s, using starting points from 1 to 9 2s, starting from 1. 	UNDERSTANDING A quantity can be interpreted as a composition of groups.	LEARNING OUTCOME 2N1.2 Students analyze quantity to 1000.	SKILLS & PROCEDURES Decompose quantities into groups of 100s, 10s, and ones. Count within 1000, forward and backward by 1, starting at any number. Skip count by 2s and 10s, starting at any number. Skip count by 20, 25, or 50, starting at 0.
		KNOWLEDGE A quantity can be skip counted in various ways according to context. Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).	Determine the value of a collection of coins or bills of the same denomination by skip counting.
Specific Outcome 2 Demonstrate if a number (up to 100) is even or odd	UNDERSTANDING All natural numbers are either even or odd.	LEARNING OUTCOME 2N1.3 Students analyze quantity to 1000.	SKILLS & PROCEDURES Model even and odd quantities by sharing and grouping. Describe a quantity as even or odd.
		KNOWLEDGE reference to the word 'remainder'	

<p>Specific Outcome 4</p> <p>Represent and describe numbers to 100, concretely, pictorially and symbolically</p> <p>Specific Outcome 7</p> <p>Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>	<p>UNDERSTANDING</p> <p>There are infinitely many natural numbers.</p> <p>Every digit in a natural number has a value based on its place.</p> <p>Each natural number is associated with exactly one point on the number line.</p>	<p>LEARNING OUTCOME</p> <p>2N1.1 Students analyze quantity to 1000.</p> <p>KNOWLEDGE</p> <p>reference to the words "natural number/number line"</p> <p>Any number of objects in a set can be represented by a natural number.</p> <p>The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones</p> <p>Places that have no value within a given number use zero as a placeholder.</p> <p>The number line is a spatial representation of quantity.</p>	<p>SKILLS & PROCEDURES</p> <p>Represent quantities using words and natural numbers.</p> <p>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number</p> <p>Relate a number, including zero, to its position on the number line.</p>
<p>Specific Outcome 5</p> <p>Compare and order numbers up to 100</p> <p>PATTERNS & RELATIONS - Variables and Equations</p> <p>Specific Outcome 4</p> <p>Demonstrate and explain the meaning of equality and inequality, concretely and pictorially</p> <p>Specific Outcome 5</p> <p>Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.</p>	<p>UNDERSTANDING</p> <p>Inequality is an imbalance between two quantities..</p>	<p>LEARNING OUTCOME</p> <p>2N1.5 Students analyze quantity to 1000.</p> <p>KNOWLEDGE</p> <p>Words that can describe a comparison between two unequal quantities include</p> <p>not equal greater than less than</p> <p>The less than sign, <, and the greater than sign, >, are used to indicate inequality between two quantities.</p> <p>Equality and inequality can be modelled using a balance</p>	<p>Compare and order natural numbers.</p> <p>Describe a quantity as less than, greater than, or equal to another quantity</p> <p>Model equality and inequality between two quantities, including with a balance.</p>
<p>Specific Outcome 6</p> <p>Estimate quantities to 100, using referents</p>	<p>UNDERSTANDING</p> <p>A quantity can be estimated when an exact count is not needed.</p>	<p>LEARNING OUTCOME</p> <p>2N1.4 Students analyze quantity to 1000.</p> <p>KNOWLEDGE</p> <p>reference to the word benchmark</p> <p>A benchmark is a known quantity to which another quantity can be compared.</p>	<p>Estimate quantities using benchmarks.</p> <p>SKILLS & PROCEDURES</p> <p>Estimate quantities using benchmarks.</p>

Zone 4

**K-3 Alberta Mathematics
Generic Sample Year Plan (May 14)**

Grade 2

September

October

November

Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.

2N1.1 Students analyze quantity to 1000. (20-50)

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

2N1.1 Students analyze quantity to 1000. (100)

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.2 Students analyze quantity to 1000. (20-50)

- A quantity can be interpreted as a composition of groups.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

2N1.1 Students analyze quantity to 1000.

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.2 Students analyze quantity to 1000. (100)

- A quantity can be interpreted as a composition of groups.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

2N1.4 Students analyze quantity to 1000. (100)

- A quantity can be estimated when an exact count is not needed.

2N2.1 Students investigate addition and subtraction within 100.

- A sum can be composed in multiple ways. (no regrouping)

2N3.1 Students interpret part whole relationships using unit fractions.

- Fractions can represent part-to- whole relationships.
- One whole can be interpreted as a number of unit fractions. (example: 2 50 cents pieces make 100)
- 10 dimes $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$...)

September

October

November

Patterns: Awareness of patterns supports problem solving in various situations.

2P1.1 Students explain and generalize patterns in a variety of contexts..

- A pattern can show increasing or decreasing change.
- A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways.

Time: Duration is described and quantified with time.

2T1.1 Students relate duration to time.

- Time can be communicated in various ways.
- Duration is the measure of an amount of time from beginning to end.

Ongoing

2T1.1 Students relate duration to time.

- Time can be communicated in various ways.
- Duration is the measure of an amount of time from beginning to end.

Ongoing

2T1.1 Students relate duration to time.

- Time can be communicated in various ways.
- Duration is the measure of an amount of time from beginning to end.

Ongoing

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

Geometry: Shapes are defined by geometric attributes.

2G1.1a Students analyze and explain geometric attributes of shape.

- Shapes are defined according to geometric attributes.

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2G1.1a Students analyze and explain geometric attributes of shape.

- Shapes are defined according to geometric attributes.

What did we see when we emptied our bowl on the





What is a COIN?

Do you have any coins?

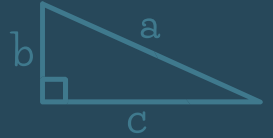


$2+2=4$

$42:9$

x

Taking Inventory



+

+

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Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.

2N1.1 Students analyze quantity to 1000. (20-50)

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

2N1.1 Students analyze quantity to 1000. (100)

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.2 Students analyze quantity to 1000. (20-50)

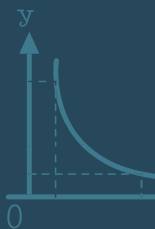
- A quantity can be interpreted as a composition of groups.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

x

y



How can quantity contribute to a sense of number?		
2N 1.1 Students analyze quantity to 1000.		
Knowledge	Understanding	Skills & Procedures
<p>Any number of objects in a set can be represented by a natural number.</p> <p>The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones.</p> <p>Places that have no value within a given number use zero as a placeholder.</p> <p>The number line is a spatial representation of quantity.</p>	<p>There are infinitely many natural numbers.</p> <p>Every digit in a natural number has a value based on its place.</p> <p>Each natural number is associated with exactly one point on the number line.</p>	<p>Represent quantities using words and natural numbers.</p> <p>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.</p> <p>Relate a number, including zero, to its position on the number line.</p>

2N 1.2 Students analyze quantity to 1000.		
Knowledge	Understanding	Skills & Procedures
<p>A quantity can be skip counted in various ways according to context.</p> <p>Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).</p>	<p>A quantity can be interpreted as a composition of groups.</p>	<p>Decompose quantities into groups of 100s, 10s, and 1s.</p> <p>Count within 1000, forward and backward by 1s, starting at any number.</p> <p>Skip count by 20s, 25s, or 50s, starting at 0.</p> <p>Skip count by 2s and 10s, starting at any number.</p> <p>Determine the value of a collection of coins or bills of the same denomination by skip counting.</p>

Notes:

2N 1.3 Students analyze quantity to 1000.		
Knowledge	Understanding	Skills & Procedures
<p>An even quantity will have no remainder when partitioned into two equal groups or groups of two.</p> <p>An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two.</p>	<p>All natural numbers are either even or odd.</p>	<p>Model even and odd quantities by sharing and grouping.</p> <p>Describe a quantity as even or odd.</p> <p>Partition a set of objects by sharing or grouping, with or without remainders.</p>

Notes:

Patterns: Awareness of patterns supports problem solving in various situations.

Time: Duration is described and quantified with time.

2T1.1 Students relate duration to time.

- Time can be communicated in various ways.
- Duration is the measure of an amount of time from beginning to end.

Ongoing

2T1.1 Students relate duration to time.

- Time can be communicated in various ways.
- Duration is the measure of an amount of time from beginning to end.

Ongoing

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

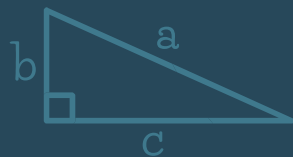
Geometry: Shapes are defined by geometric attributes.

2G1.1a Students analyze and explain geometric attributes of shape.

- Shapes are defined according to geometric attributes.

2G1.1a Students analyze and explain geometric attributes of shape.

- Shapes are defined according to geometric attributes.



How can duration support interpretation of time?

2T1 1 Students relate duration to time.

Knowledge	Understanding	Skills & Procedures
<p>Events can be related to calendar dates.</p> <p>Duration can be described using comparative language such as longer or shorter.</p> <p>Duration can be measured in non-standard units, including events, natural cycles, or personal <u>referents</u>.</p> <p>Winter counts are First Nations symbolic calendars that record oral traditions and significant events.</p>	<p>Time can be communicated in various ways.</p> <p>Duration is the measure of an amount of time from beginning to end.</p>	<p>Express significant events using calendar dates.</p> <p>Describe the duration between or until significant events using comparative language.</p> <p>Describe the duration of events using non- standard units.</p> <p>Relate First Nations' winter counts to duration.</p>

Notes:

2G1.1 a & b Students analyze and explain geometric attributes of shape.

Knowledge	Understanding	Skills & Procedures
<p>Common geometric attributes include</p> <ul style="list-style-type: none"> ◦ ● sides ● vertices ● faces or ● surfaces <p>Two-dimensional shapes may have sides that are line segments.</p> <p>Three-dimensional shapes may have faces that are two-dimensional shapes.</p>	<p>a. Shapes are defined according to geometric attributes.</p> <p>b. A shape can be visualized as a composition of other shapes.</p>	<p>Sort shapes according to two geometric attributes and describe the sorting rule.</p> <p>Relate the faces of three-dimensional shapes to two-dimensional shapes.</p> <p>Create a picture or design with shapes from verbal instructions, visualization, or memory.</p>

Money as a Concept and as a Manipulative - how will you integrate it as/into your lessons?

Guiding Question	What is Money?		
Learning Outcome	KF1. Children explore money.		
	Knowledge	Understanding	Skills & Procedures
	<p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills <p>Canadian coins and bills come in different</p>	<p>Money has unique features to represent its value</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Identify features of Canadian coins and bills.</p>
	<p>denominations, such as</p> <ul style="list-style-type: none"> • loonies • toonies • \$5 • \$10 <p>Canadian coins and bills have different features, such as</p> <ul style="list-style-type: none"> • colour • number • images • size 		

In what ways can money be used?

1F1 Students explore money and how it is used for everyday living.

Knowledge	Understanding	Skills & Procedures
<p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none">• coins• bills• debit cards• credit cards	<p>Money can be used to exchange for goods and services.</p> <p>Money has value and purpose in everyday living.</p> <p>Money has unique</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Sort Canadian coins and bills.</p> <p>Identify goods and services that can be</p>
<p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none">• nickels• dimes• quarters• loonies• toonies• \$5• \$10• \$20• \$50• \$100 <p>Images on Canadian coins and bills include</p> <ul style="list-style-type: none">• wildlife• sports• boats• emblems• historic figures <p>Money can be</p> <ul style="list-style-type: none">• shared• earned• saved• spent	<p>features to represent its value.</p>	<p>exchanged for money.</p>

Notes: What do your students need to know about money to enter your Number Outcomes?

Notes:

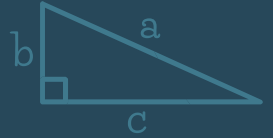
How does decision making influence money management?		
2F1 Students relate money and decision making.		
Knowledge	Understanding	Skills & Procedures
<p>Decisions about money include how much to</p> <ul style="list-style-type: none"> • spend • save • share <p>Individuals can have a limited amount of</p>	<p>Managing money involves making decisions.</p> <p>Decisions related to money are based on needs and wants.</p>	<p>Distinguish between a paying job and volunteer work.</p> <p>Describe how money can be divided for different purposes.</p>
<p>money to spend.</p> <p>Money spent on one item means less money for other items or activities.</p> <p>Individuals can save money for an item, an event, or the future.</p> <p>Individuals can donate money through charities, organizations, and agencies to help others or support a cause.</p> <p>Money can be earned in exchange for work that is done or goods and services that are provided.</p> <p>Responsible decision making involves spending money on needs before wants.</p>		<p>Practise making money-related decisions in a variety of contexts.</p>

$2+2=4$

42:9

x

Activity Time



OPEN Questions only



+

+

%

What did we see when we emptied our bowl on the table?



How would you model, exemplify or teach the following using money?

Kindergarten:

- Quantities using objects, words, pictures, numbers
- Counting objects
- Subitize to 5/10
- “like/unlike/more/less/same”/enough/too many/too few
- Compose quantities within 10 in various ways
- “Share” - this is the beginning of fractions
- Describe a shape using words such as flat, curved, straight, or round.
- Sort shapes according to one attribute and describe the sorting rule.
- Measurable attributes can include • length • area • capacity • mass
- “longer • taller • shorter • heavier • lighter • bigger • smaller • big enough • too big • too small”
- Describe the size of an object in relation to another object, using comparative language.
Describe the size of an object in relation to a purpose or need, using comparative language.
- Identify the pattern core, up to three elements, in a repeating pattern.
- Predict the next elements in a repeating pattern. Create a repeating pattern with a pattern core of up to three elements.

How would you model, exemplify or teach the following using money?

Grade 1

- No quantity represented by 0
- Know all coins and bills including 100
- Know value of each coin and bill
- Skip count to 100 by 5, 10; 20 by 2"s
- Symbols for equal, not equal
- Words greater than, less than, Compose quantities within 20 in various ways
- Model transactions with money, limited to dollar values within 20
- In a part-part-whole relationship, the sum represents the whole and the difference represents a missing part.
- Sharing involves partitioning a quantity into a certain number of groups.
- $\frac{1}{2}$, one- half of the whole quantity.(not using fraction)
- **Length** may refer to the size of any one dimensional measurable attribute of an object, including: • **height** • **width** • **depth** • **diameter**
- **Compare** the **length**, area, mass, or capacity of two objects directly, or indirectly using a third object.
- Describe the **size of an object in relation to another object**, using comparative language.
- **Pattern** core, up to four elements, in a cycle. Identify a missing element in a repeating pattern or cycle. Describe change and constancy in repeating patterns and cycles.
- **Create different representations of the same repeating pattern or cycle**, limited to a pattern core of up to four elements.
- **Extend a sequence** of elements in various ways to create repeating patterns

Grade 2

- **Decompose** into groups of 100
- **Skip count** by 20, 25, 50, (review skip counting by 1's, 2's, 5's, 10's)
- **Determine the value of bills or coins of the same denomination by skip counting**
- **<, >, =**
- **sum** composed in multiple ways
- **Model transactions with money**, limited to dollar values within \$100 or 100 cents
- **$\frac{1}{2}$, $\frac{1}{4}$ and unit fractions** with denominators or 10 or less
- Common geometric attributes include. • **sides** • vertices • **faces or surfaces**
- **Length can be measured with nonstandard units** or standard units (e.g., centimetres).
- Identify **referents** for a centimetre. Estimate length by visualizing the iteration of a referent for a centimetre.
- **Change can be an increase or a decrease** in the number and size of elements.
- Create and express a repeating **pattern** with a pattern core of up to four elements that change by more than one attribute.



Let's move to
some September
& October Focus
Areas and
Activities



Starting Off the
Year being
Intentional with
Money



Money - Manipulative or Concept?





What is a COIN?

Do you have any coins?





The Story of Our Coins



Hi! I'm the Penny

Pennies can help you learn to count!

Queen Elizabeth II on the **back** of the Penny.



Did you know they do not make me anymore!

Maple leaves: On the **front** of the Penny

I am worth **1 ¢**

Suggest purchasing this money [resource](#)

dime

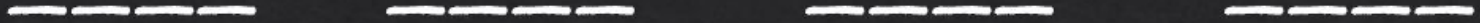


Queen
Elizabeth
the 2nd

Bluenose
sailboat

Value: 10 ¢ or \$0.10 or 10 cents

Drag the coins to order them from greatest value to least value:



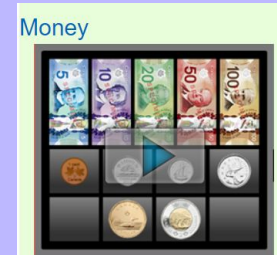
Greater, less, or equal?



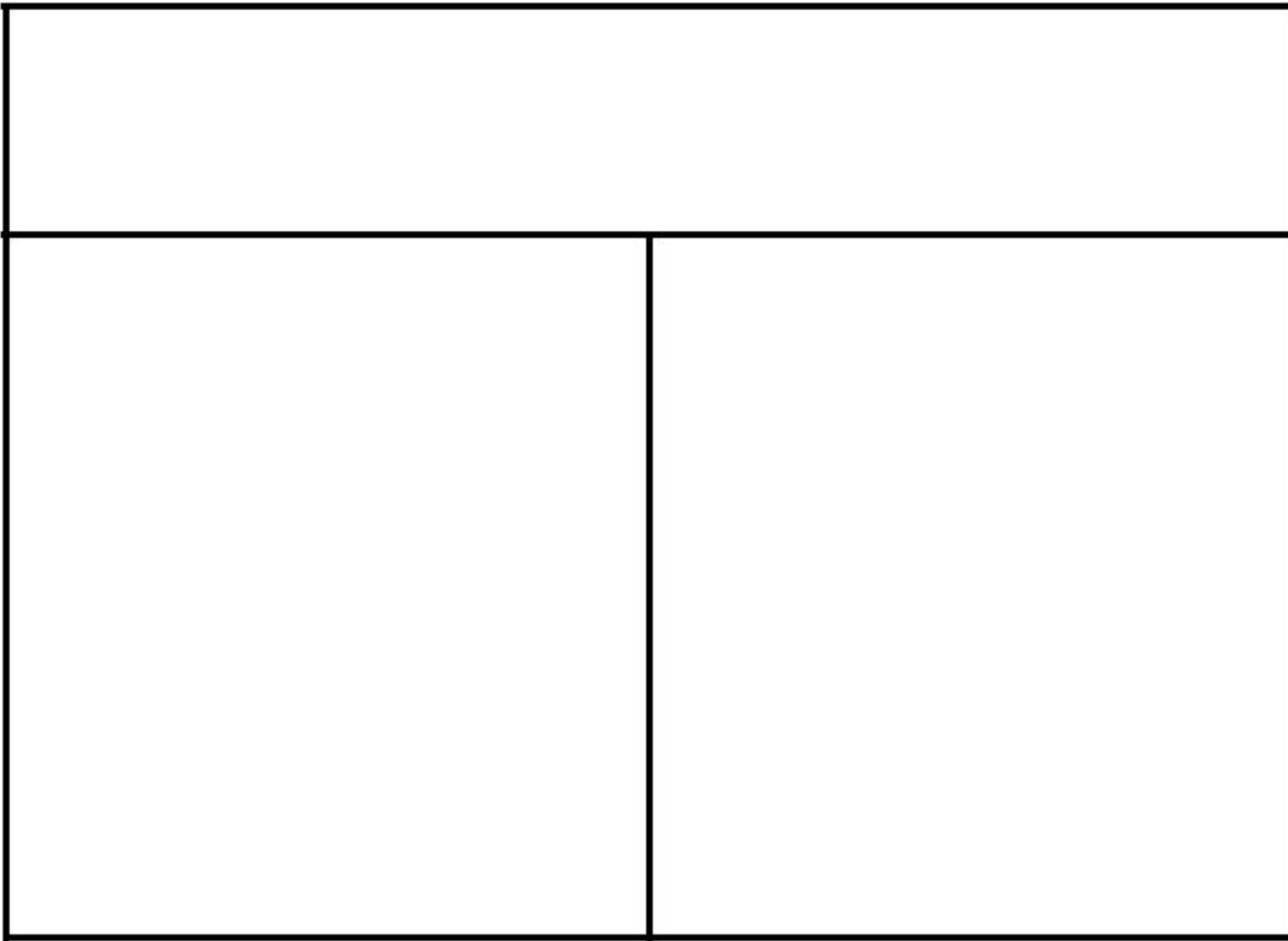
Drag the symbols between the coins to show if the coins are greater than, less than, or equal to each other.



- Understanding “Money” and its role in many other concepts.
- Understanding how it connects between grades and end goals.
- “Money is a Leader”
- The 4 C’s - Concept, Content, Clarifier & Context
- A Physical “tool” - should be related to other “tools”
- Culturally Common - Common Context regardless of language
- Note: Canadian Money has **colour** as part of its identification - try to use stay away from black/white unless there are no other options and then ensure the coins are *realistic!*






















Part-Part-Whole



Every child should have their own subitizing cards!

MONEY BINGO

M	O	N	E	Y
				
				
		FREE SPACE		
				
				

BINGO



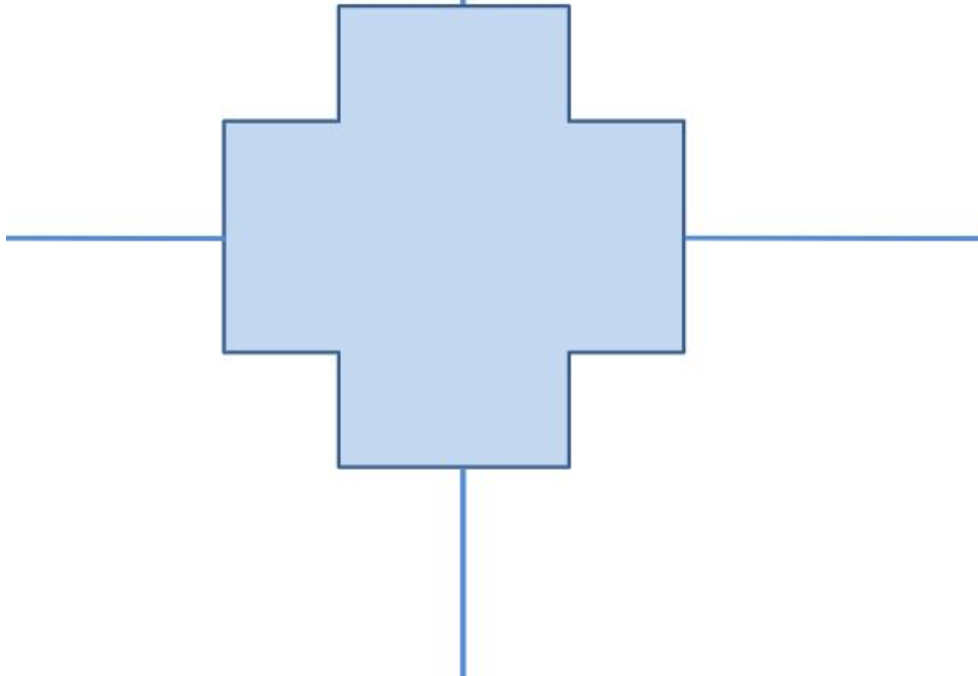
	
	
	
	
	

Go Fish






1

Show Me The Money



Place Value Chart Beginning with Money (Penny, Nickel, Dime)

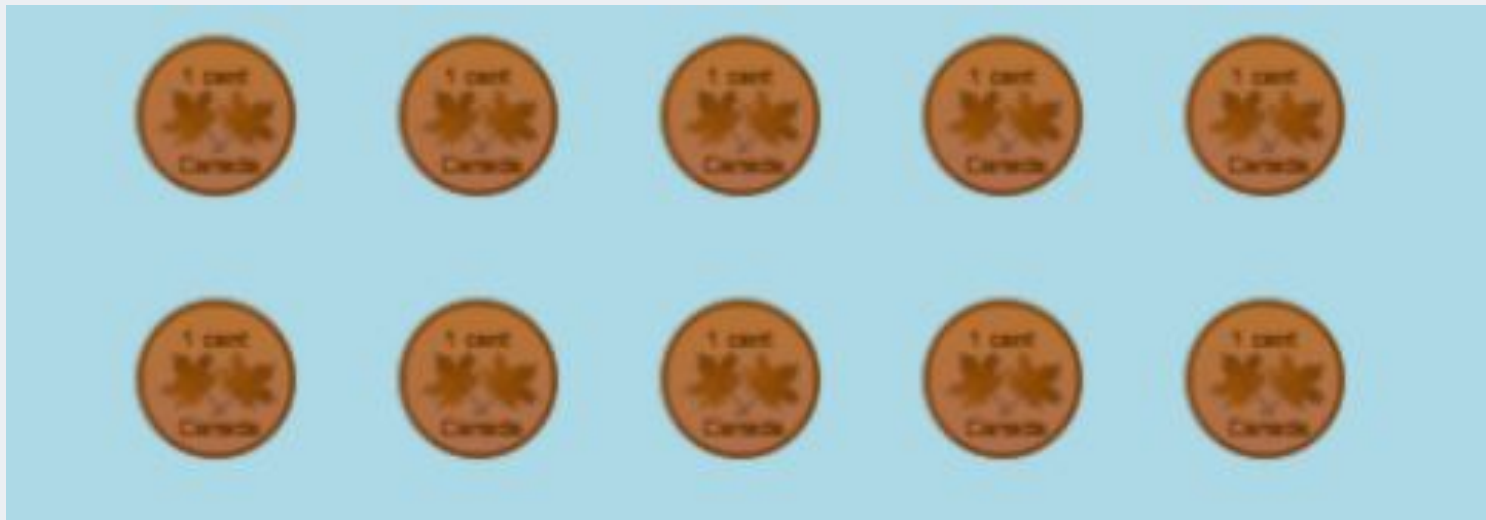
Dime 	Nickel 	Penny 

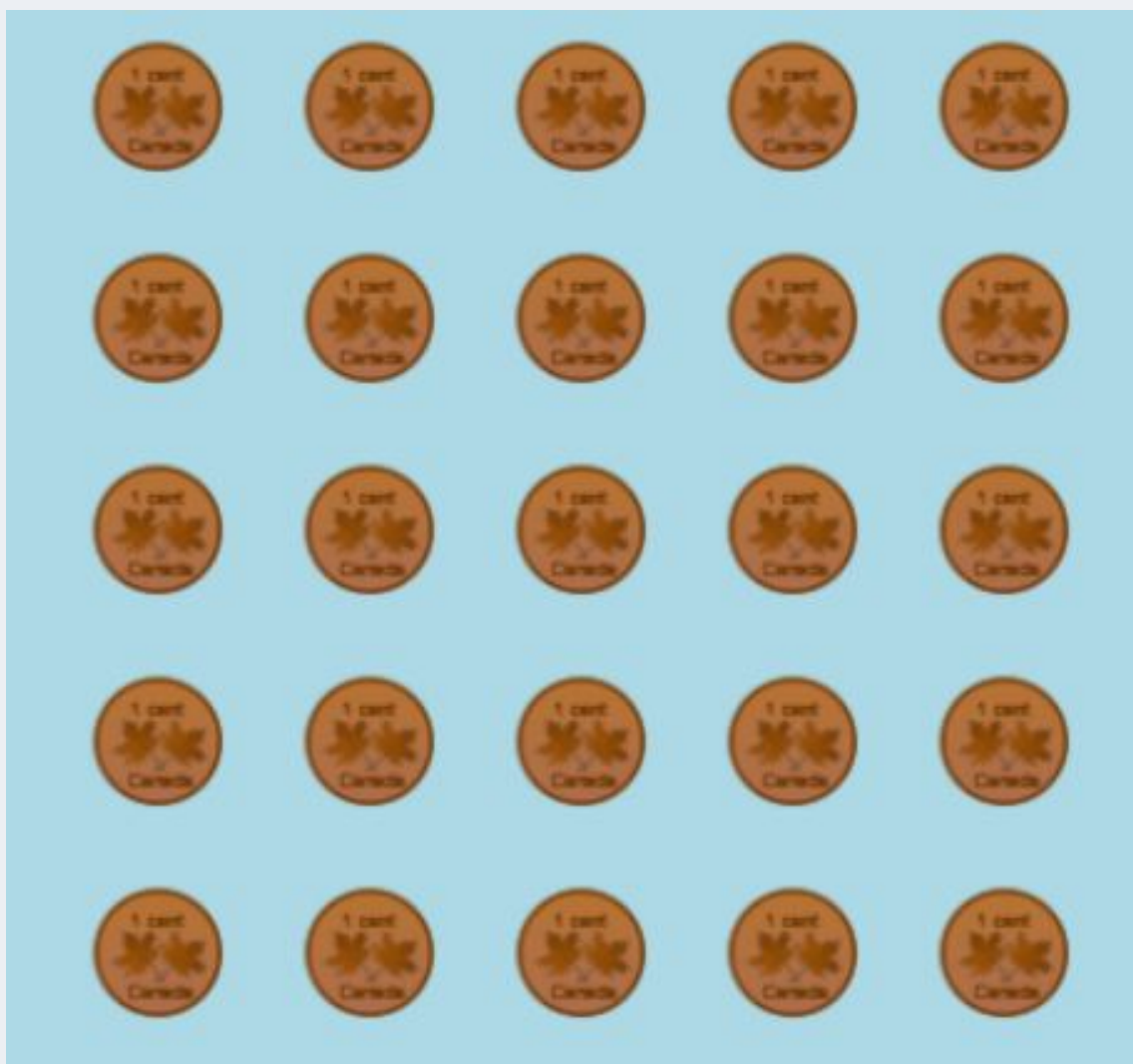


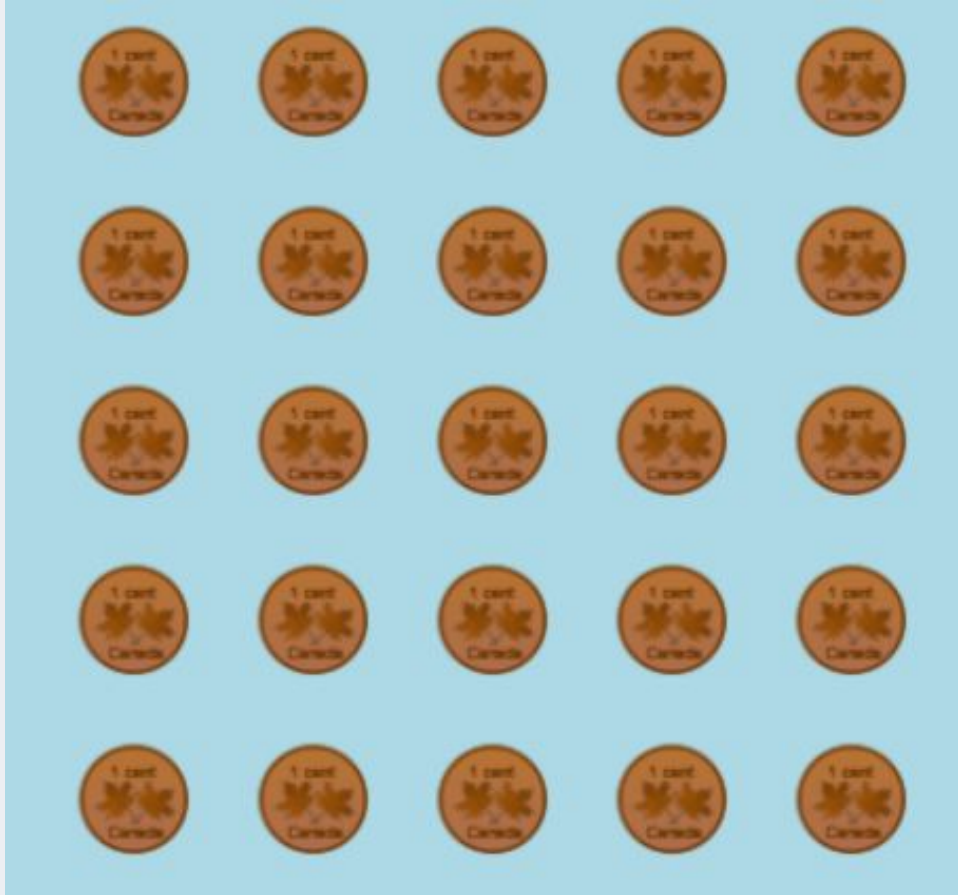
Understanding Place value

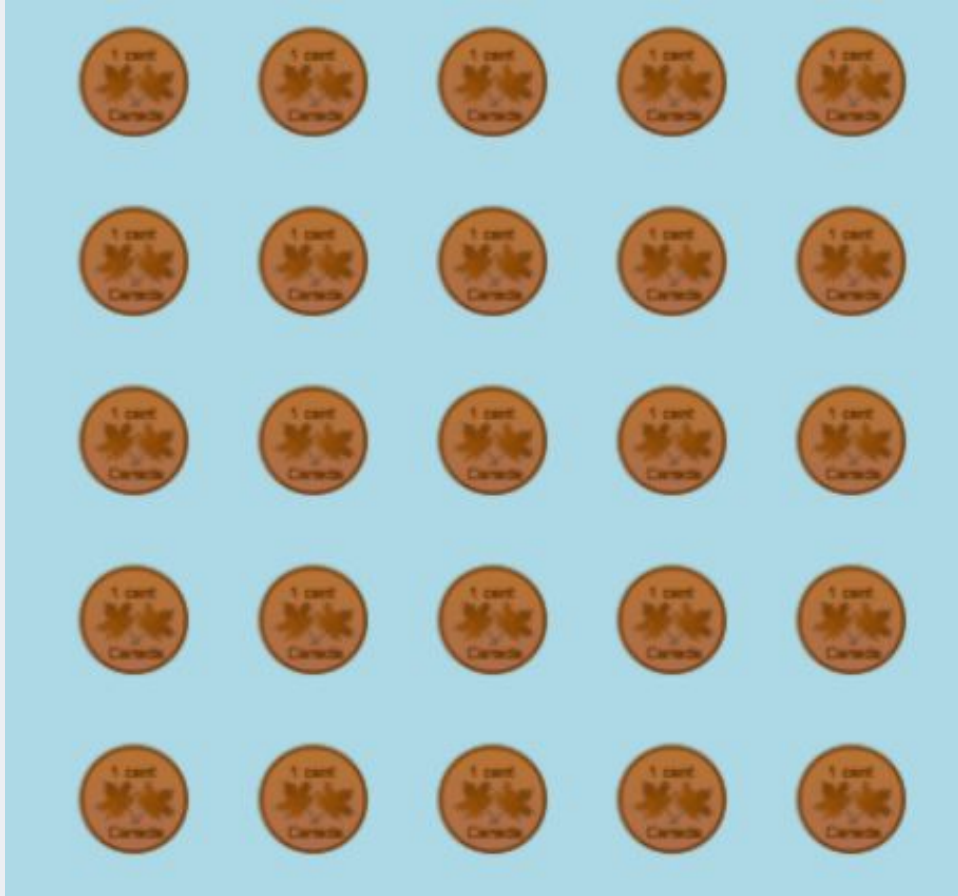


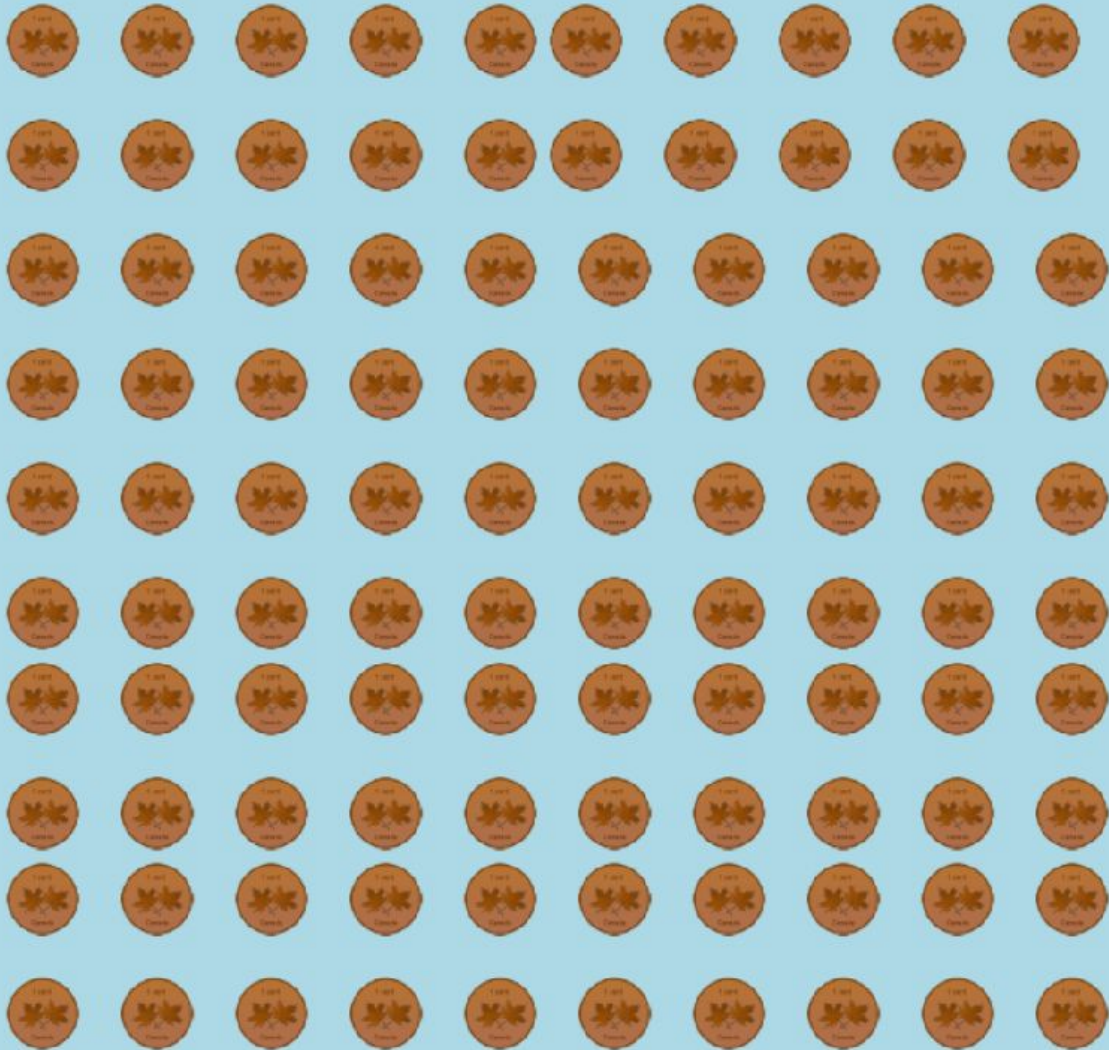


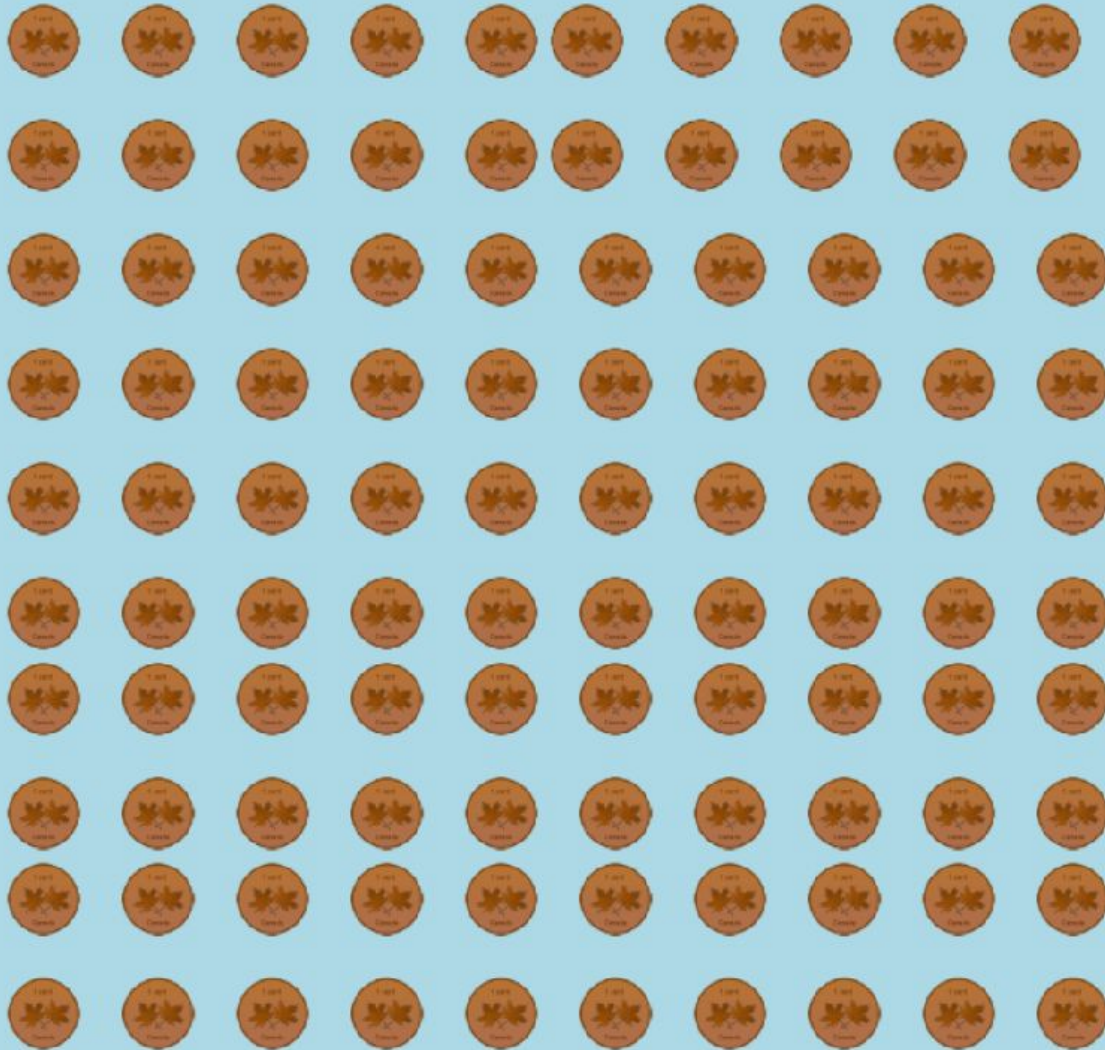












Create the Unit Fractions **Visually**

- no fraction terminology



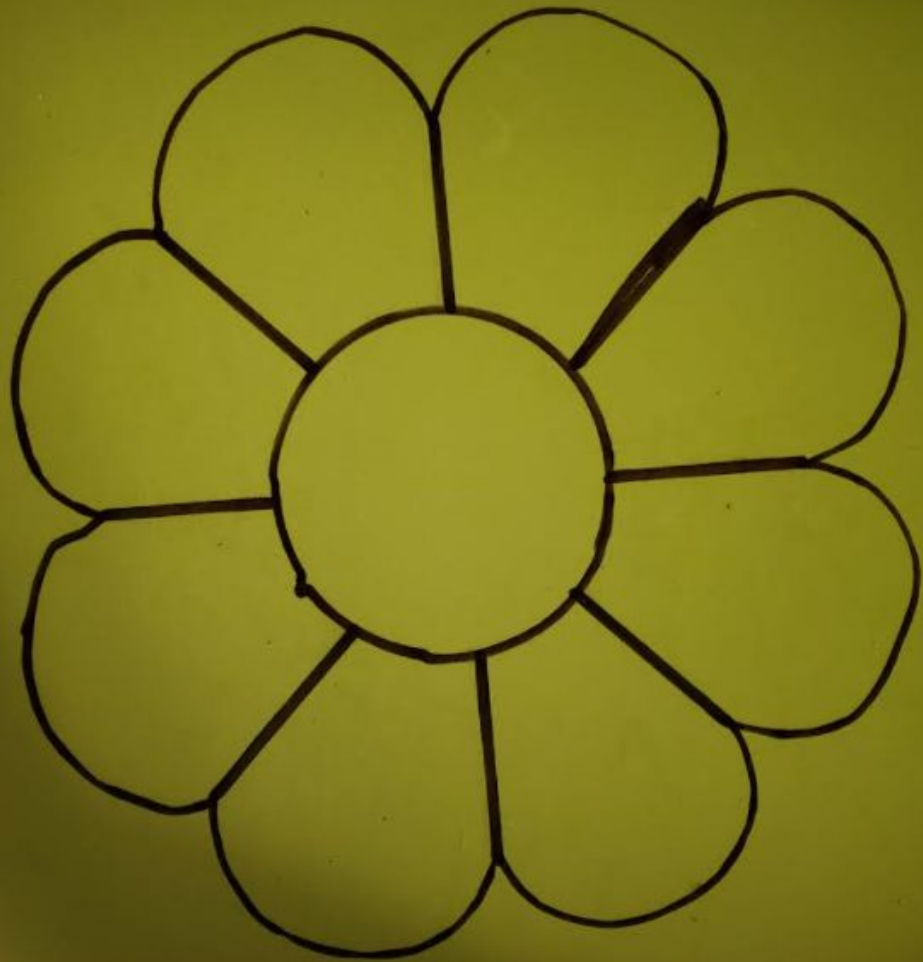


Making Money Many Ways

85¢



Group



Missing Domino-Double Digit Addition

Directions: Fill in the missing dots on the domino.

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \circ & \\ \hline & \\ \hline \end{array}$$

4 2

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array}$$

5 5

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

8 8

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array}$$

8 6

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

7 5

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

2 9

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline & \\ \hline \end{array}$$

6 7

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

4 9

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

6 0

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

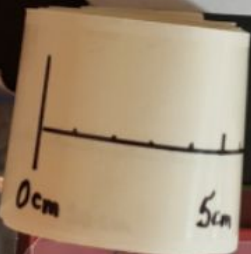
5 4

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

7 9

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \bullet \\ \hline & \bullet \\ \hline & \\ \hline & \\ \hline \end{array}$$

3 7



Suggested amounts of Money for each Ziplock Bag



10 pennies

6 nickels

10 dimes

6 quarters

4 loonies

3 toonies

2 x \$5.00

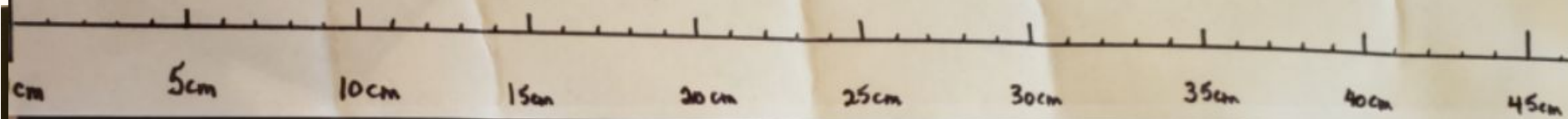
2 x \$10.00

2 x \$20.00

2 x \$50.00

1 x \$100.00

Additional cash, if needed, can be retrieved from the “Bank”



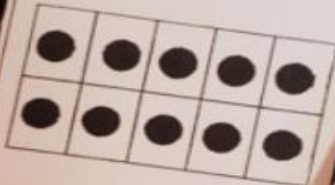
1000 +

1000 cm

twenty



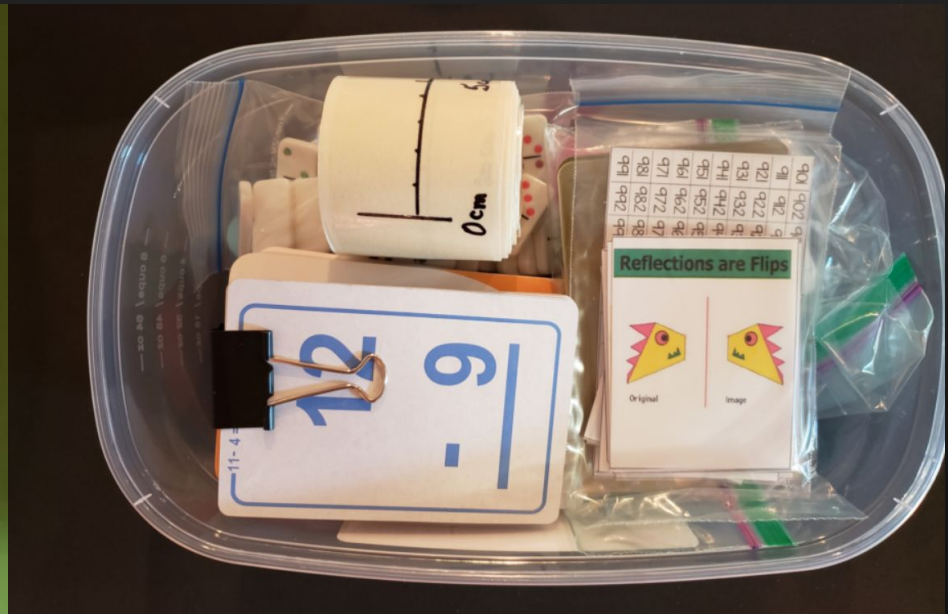
three



4








Finished kit - container from Dollarama



Container fits in a student desk or cubby.




Place Value Chart Beginning with Money (Loonie, \$5, \$10, \$50, \$100)

$$\square + \square + \square + \square + \square$$



Place Value Chart Beginning with Money (Loonie, \$5, \$10, \$100, \$1000)



THOUSAND (\$1000.00)			

+ + +



\$1000.00 = 100 000¢

Place Value Chart Beginning with Money (Penny, Nickel, Dime, Quarters)

Quarter 	Dime 	Nickel 	Penny 

Leah Dorion



The University is honoured to be gifted with a Buffalo Winter Count Robe

By University Advancement and Communications **Posted:** April 7, 2022 3:00 p.m.

The [Office of Indigenous Engagement](#) held a special ceremony on Thursday to celebrate the gift of a traditional Buffalo Winter Count Robe to the University of Regina. The robe was painted by knowledge keeper Wayne Goodwill from Standing Buffalo Dakota Nation, one of the last known robe painters in the province.

The robe tells the story of the Indigenous experience from precolonial days to the present. It will be used as a teaching tool to support the University and surrounding community on the path of truth and reconciliation.

“This Buffalo Winter Count Robe symbolizes what happened in the past 200 years to the First Nations people on the plains,” said Goodwill.

At the event, President and Vice-Chancellor Dr. Jeff Keshen shared with attendees that the University is truly honoured to welcome through ceremony this Buffalo Winter Count Robe.

As these painted robes have traditionally been used to record historic events and keep alive stories of long ago, the robe will play an integral role in the University’s efforts to address the Truth and Reconciliation Commission of Canada’s *Calls to Action*.

“The stories embedded in this robe help expose the truth of Canada’s colonial past and the impact on the original inhabitants of this land,” said Lori Campbell, Associate Vice-President (Indigenous Engagement). “These stories are also a celebration of the remarkable strength and perseverance of those who have gone before us, those who are walking with us, and those who will lead the way in the future.”



Winter Count—a series of pictographs drawn on buffalo hide, cloth, or paper that was used to **help remember community history among some tribes of the Northern Great Plains.**

Groups of people record their history even when they do not have written languages. They do so by passing down events orally or by recording them pictorially. The Lakota people recorded their history by creating winter counts, which are **drawings of historical events on animal hides or muslin.**

L to R: President and Vice-Chancellor Dr. Jeff Keshen, artist and knowledge keeper Wayne Goodwill, His Honour the Honourable Russ Mirasty, S.O.M., M.S.M., Lieutenant Governor of Saskatchewan, and Her Honour Ms. Donna Mirasty *University Advancement and Communications*

Source: <https://www.uregina.ca/external/communications/feature-stories/current/2022/04-07.html>

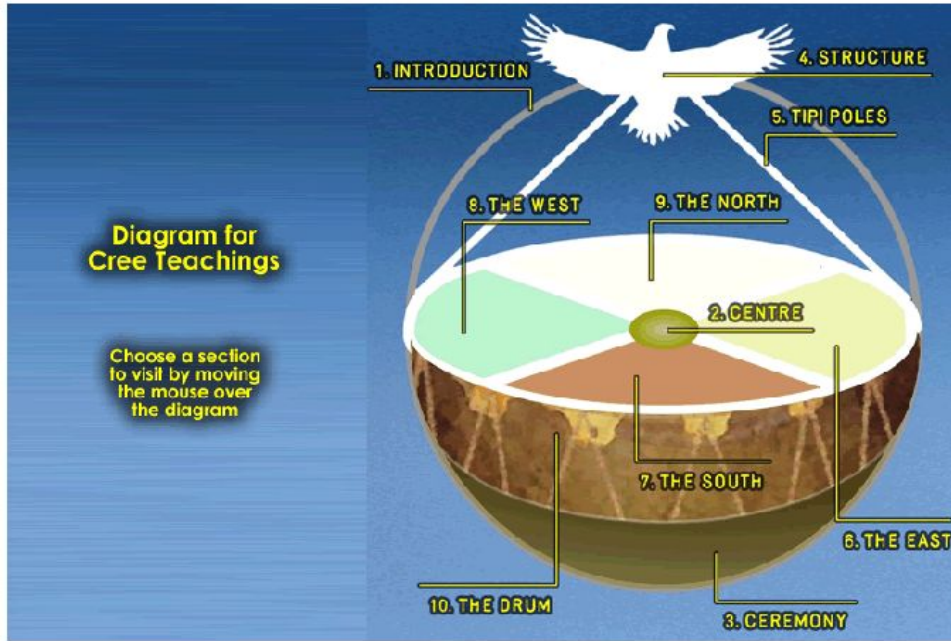


See your Grade folder for lesson plans and explanations of Winter Count



CREE (NEHIYAWAK) TEACHING

ELDER: MARY LEE



Audio [narration](#)

INFUSING INDIGENOUS KNOWLEDGE INTO CURRICULUM

ALBERTA GRADES 1 TO 9

This website shares documents for Grades 1 to 9 English Language Arts, Social Studies, Science and Math that aim to provide:

Clarity and consistency related to the Grades 1 to 9 Essential Learning Outcomes in the four core subject areas in Alberta Education's Programs of Study

Understandings of curriculum sequencing from grade to grade for each of the identified subject areas

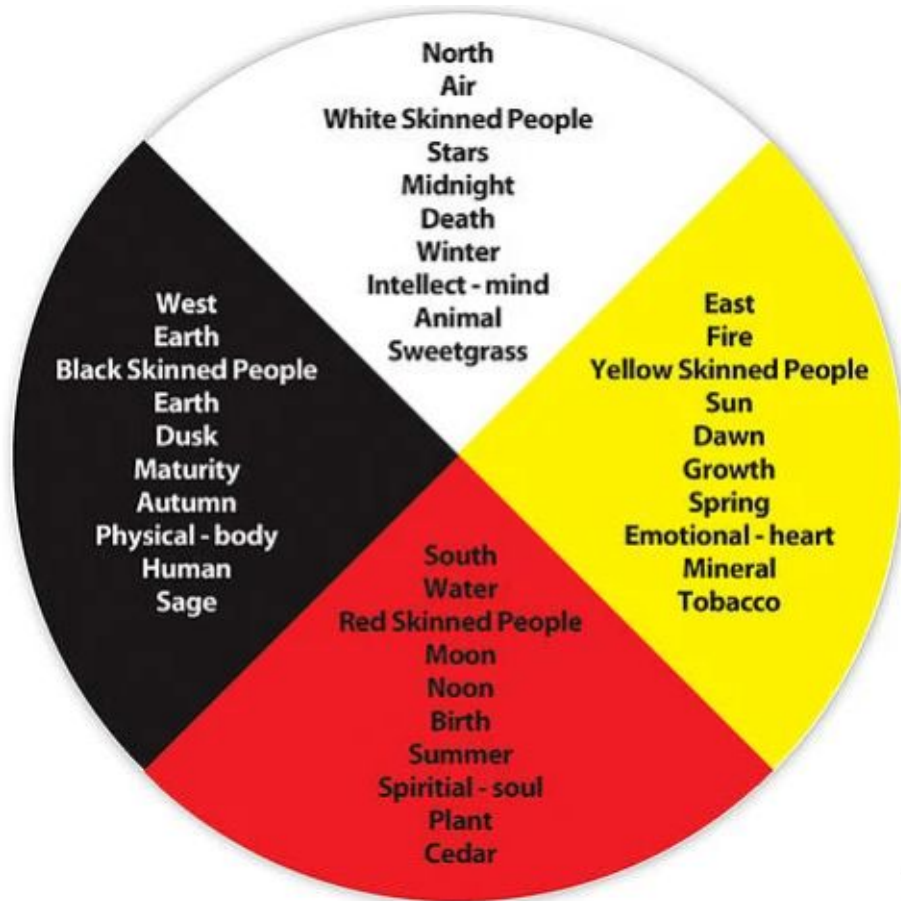
Understandings of what must be assessed (for and of) in each of the identified subject areas per grade

Common and consistent curriculum across an authority



Keewatin Tribal Council Educational Authority, identified ELOs by viewing curriculum through the lens of **land based learning (LBL)**, **Cree ways of knowing and being (Nehiyaw Ways of Knowing)**, and the learning needs of students in their communities.

<https://sites.google.com/arpdc.ab.ca/infusingindigenousknowledge>



Seasonal
Wheels by the
[Kwakiutl](#) (BC
Indigenous)

[IKWC](#) (Indigenous
Knowledge and
Wisdom Centre)

Wilfred [Buck](#)

Learning [to Do](#)
(scroll to the
bottom and select
Grade 2 Math)

Mother Earth



Source:
<https://www.voicesofyouth.org/blog/mother-natures-plea>



Native Movement
nativemovement.org



Honoring Mother Earth (honoringmother.com)

Source:
<https://www.pinterest.ca/honoringmother/>



Resource website

www.movingforwardcurriculum.ca

Key Documents, Kits and Additional Resources for the website will be found at this site. Look across the top bar on the home page for Math, French Immersion, Science and Additional resources to help support your planning.

$$n\sqrt{x}$$

$$x/2y$$

