



## **Value and Quantity**

### **Extension Activity for *Earn, Save, Spend & Share* or *I Need It! I Want It! I Want It!* Presentations**

#### Grade Level:

Grade 1 –2

#### Learning Objective:

This extension activity, along with the *Earn, Save, Spend & Share* or *I Need It! I Want It! I Want It!* presentations should help students:

- differentiate between the value and quantity of Canadian coins
- practice counting money

#### Materials Needed:

- 4 Canadian dimes\*
- 6 Canadian nickels\*
- 3 Canadian quarters\*
- 2 Canadian loonies\*
- 1 Canadian toonie\*
- small desk or table

\*coins can be real or plastic

#### Classroom Activity:

1. Place the 4 Canadian dimes in a pile on the right side of the table
2. Place the 6 Canadian nickels in a pile on the left side of the table
3. Ask students to identify the pile of money with the biggest number of coins (pile of nickels)
4. Count the coins in the pile of nickels (6 coins)
5. Ask students to identify the monetary value of the pile of nickels. Model counting by 5s to determine the monetary value of the nickel (30 cents)
6. Ask students to identify the number of coins in the pile of dimes (4 coins)
7. Ask students to identify the monetary value of the pile of dimes. Model counting by 10s to determine the monetary value of the dimes (40 cents)
8. Share with students the following definition of quantity:
  - quantity: number items in a whole (number of coins in the pile)
9. Ask students the following questions:
  - what is the quantity of coins in the pile of nickels? (6)



- what is the quantity of coins in the pile of dimes? (4)
10. Share with students the following definition of value:
- value: what an object is worth, it's price
11. Ask students the following questions:
- what is the value of coins in the pile of nickels? (30 cents)
  - what is the value of coins in the pile of dimes? (40 cents)
12. 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
13. Time permitting, repeat steps 1-12 using quarters, loonies and toonies. The number of coins used can be adjusted depending on what is available and the interests of the students