

Unit: Canadian Currency

Objective

Ps will learn the value of the currency and practice how to use it in their daily life.

Materials

- Flashcards of Canadian money or money kit
- Flyers from supermarket

Step 1 Warm Up (15 minutes)

Introduce the idea of Canadian Currency:

- Ask the Ps what they call their currency in their countries. Put their answers on the board.
(example: Euro/€ , Rupee/₹ , Hryvna/₴)
- Ask, What do we call currency in Canada? Put dollars/\$ on the board.
- Ask, What about coins? Put cents/¢ on the board.
- Tell them today they will review/discuss Canadian currency.

Step 2 Work out (60 minutes)

Canadian Currency:

- Hand out **money from the money kit** or **money flashcards** and have the Ps in groups go over all the vocabulary of money. Put the following questions on the board:
 1. What are the names of the Canadian coins?
 2. What picture symbolizing Canada is on each coin?
 3. What is the value of the coin?
 4. What is the name of each Canadian bill?
 5. What is the value of each bill?
 6. How much can they buy for \$5.00? \$10.00? 25¢? Discuss the true value of the money in this way for a few minutes. What does the same amount buy in their countries?
- Divide the group into groups of 3 or 4. Give each group a set of flyers and ask the group to work together to spend \$100.00 on groceries for a small party. The group will make a list of the items they choose from the flyer and add up the total cost. Come back and share with the class what they decided to buy and how much it cost. Show that amount with the money they were handed earlier. Is this much food for \$100.00? What do they think?

- Ask the Ps to show you different amounts of money. Say random amounts, for example, \$4.95 or \$120.25 or .90¢. Have them demonstrate that they can count that out and show you the correct amount.
- If needing more practice put them into pairs and have them do this activity with one another. You can list amounts on the board if you wish and have the ones doing the counting have their backs to the board so they cannot look at the number but have to rely on their listening.

Types of payment:

- Put the words cash, debt and credit card on the board. What do these mean? Go over the meanings of each one. Which do they like to use?

Getting Change:

- Ask, “What is change?”
- Discuss what happens if the item does not round off to a 5 or 0. If the item is \$3.44 what will they get in change? If it is \$3.49? How about \$3.41?
- Make a list of scenarios on the board such as: You have \$20.00. Buy something for \$7.55. What is the change? Have them in pairs practice buying and giving change.

Step 3 Cool Down (15 minutes)

Assess their progress:

- Bring the Ps back to the group and ask random questions such as:
 - What picture is on a nickel?
 - What is the name of this coin?
 - How much money is this?
 - I want to buy your pencil for \$1.25, here is \$5.00 what is my change?
 - What is the value of this coin?
 - What is the value of this bill?
 - What is debt?
- Try to cover all the areas of currency they learned that day to assess their progress.