

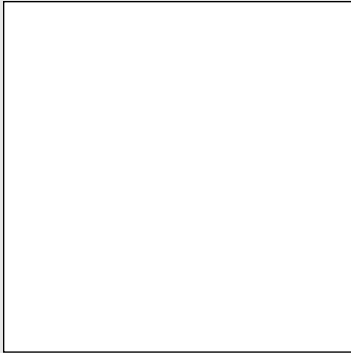
Overview of the Concept: Exploring Time and Money

Book Summaries

Title	Level	Summary
Look at All the Money!	D	In this informational text, we are introduced to the different Canadian coins and their values. The photographs show both enlarged and real-sized coins.
Is It Almost Time?	G	This illustrated realistic narrative is about a boy who is anxiously waiting for something. Using a clock, his babysitter shows him how to tell how long he has to wait.
The Candy Store	I	In this illustrated realistic narrative, Raj and Rena each start out with ten cents to spend at the candy store. The children have to figure out what candy they can buy with their money.

Target Outcomes

WNCP	Ontario	APEF
<p>Shape and Space (Measurement)</p> <ul style="list-style-type: none"> Recognize and name coins; pennies, nickels, dimes, quarters, one dollar. State the value, in cents, of pennies, nickels, and dimes. Create equivalent sets of coins up to 10¢ in value. Estimate and measure the passage of time related to nonstandard units. 	<ul style="list-style-type: none"> Demonstrate an understanding of the value of some coins (1¢, 5¢, 10¢). Name coins up to \$2 and state the value of pennies, nickels, and dimes. Read analog clocks, and tell and write time to the hour and half-hour. Represent a given value of coins up to 10¢ using concrete materials or drawings. Demonstrate an understanding of and ability to apply measurement terms: height, length, width, time (hour, half-hour), money (pennies, nickels, dimes), temperature. 	<p>Shape and Space:</p> <ul style="list-style-type: none"> Identify and use nonstandard and standard units of measurement and appreciate their role in communication. Estimate and determine measurements in everyday problem situations and develop a sense of the relative size of units. Measure and understand basic concepts and attributes of length, capacity, mass, area, and time <p>D2 Identify procedures (not involving units) to compare and/or order masses and durations of time</p> <p>D3 Identify and use nonstandard units to estimate and measure length, capacity, time, mass, and area</p> <p>D4 Read hours on an analog clock</p>



Level D

Text Type

informational text

Word Count

120

High Frequency Words

a, all, as, at, can, is, it, look, see, the, this, you

Content Words

money, penny, nickel, dime, quarter, loonie, dollar, toonie

Text Features

- 16-page book
- 1–6 lines per page
- photographs
- strong picture clues
- patterned text
- chart
- print within photographs
- numerals within text
- pictorial equations
- currency symbols

Cross-Curricular Links

Mathematics

Art

Social Studies

Look at All the Money!

Before Reading

Place a variety of Canadian coins inside a bag. Try to provide an equal representation of each. Make sure there are enough in total for each student to have one. Ask each student to reach into the bag and withdraw one coin. When all the students have a coin in hand, have them take turns saying one thing they know about that coin—its physical characteristics, name, or value. Go around again to let each student add another fact about her or his coin that hasn't already been mentioned. Then have the students place all their coins together, and discuss how they are alike and different.

Previewing the Text

- Show the cover of the book and read the title. Ask the students if they can identify any of the coins in the cover art.
- Say, *This is an information book about the coins that we use to buy things.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Wow! Look at all those coins! That's a lot of money!* Ask, *Do you see the word "coins" or the word "money" there? How do you know?*

Page 3: Have the students identify the coin under the magnifying glass as a penny. Briefly discuss the words on the coin, focusing on "1 cent" and showing students its equivalent (with the cent symbol) on the page. Ask the students to say the word "this" very slowly and discuss or review the sound made by the "th" blend. Have the students locate "this" on the page. You may also choose to write the word "it" in lower-case letters, then challenge the students to find the word "It" (beginning with a capital letter) on page 3.

Page 4: Identify the coin under the magnifying glass. Say, *This is a _____*, and let the students complete the sentence, then find the word “nickel” in the text. Ask if the word “nickel” appears on the nickel. Say, *No, you won’t find the word “nickel,” but it does say “5 cents.”* Have the students locate its equivalent, with the cent symbol, in the text.

Page 5: Point out the equals sign and discuss its meaning. Then ask students to identify the coins on either side of it. Say, *This says that one nickel equals five pennies. That means that a nickel is the same as five pennies.* Count the pennies on page 5 together.

Pages 6–9: Continue identifying the coins on each page and focusing the students’ attention on the first letter of the coin’s name. Have the students match the value written on the magnified coin to its equivalent in the text. Count the pennies on the right-hand pages.

Page 10: Identify the loonie and point out the word “DOLLAR” at the bottom of the coin. Explain that all of the letters in that word are capitals, and challenge the students to find the same word, in lower-case letters, within the text.

Page 11: Count the top row of pennies on page 11 together, then help the students count by tens to 100. Alternatively, have the students look at the text to find out how many pennies there are.

Page 12: Identify the toonie and point out the word “DOLLARS” at the bottom of the coin. Say, *This is more than one dollar because it has an “s” on the end.* Ask, *How many dollars is it? How do you know?* (the numeral “2” on the coin, or the word “two” in the text)

Page 13: Count the first row of pennies on page 13 together, then help students count by tens to 100. Ask, *How many groups of 100 pennies do you see? Say, 100 pennies and 100 pennies makes 200 pennies. A toonie is the same as 200 pennies.* Alternatively, have students look at the text for the number “200.”

Pages 14–15: Read the first question on page 14 to the students, modeling reading the “picture” of the penny. Allow time for them to count the pennies on page 15. Ask volunteers to read each of the questions on the page. The students will likely want to count the coins after each question.

Page 16: Use the chart to name the coins and their values.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Encourage pairs of students to reread alternate sentences or pages of the book.
- Have the students go back and find the page that shows a penny under a magnifying glass. Choral read that page. Repeat this exercise for the pages showing the nickel, dime, quarter, loonie, and toonie.
- On a whiteboard, prepare the following cloze sentences. Read each sentence as a group and clap when a blank occurs. The students predict what the word or number will be, and then check their books to confirm their predictions. They may then take turns filling in the blanks on the whiteboard. Additional sentences using different coin values can be added.

A nickel is _____ same as _____ pennies.

_____ is a loonie. _____ is one dollar.

_____¢ is the _____ as a dime.

Can you _____ 4 quarters?

_____ at _____ the money!

- Ask the students to go through the text, paying attention to the art and/or animal on each coin. Ask questions such as the following: *Which coin has a beaver on it? An elk? A maple leaf? A sailboat? A loon? A polar bear? How much is this coin worth?*
- Have students take turns giving one or two clues to the identity of a coin and having others guess. For example, *This coin starts with “q.” It has an elk on it.* Or, *This coin is the same as five pennies.*
- Discuss why there are two sizes of each coin shown in the book—one large and one smaller. Help the students realize that the enlarged coins are as though seen through a magnifying glass, and the smaller, inset coins are real size. Have students use real coins to compare the sizes of the photos on the pages.
- Have students work in pairs to read page 14 and count the coins on page 15. Note any strategies they use to keep track of what they’ve counted as they count.
- Go over **BLM 10-1: Coin Chart** with the students. Have them cut out the pieces at the bottom, then glue them above to complete the three-column chart as it is shown on page 16 of the book.

Extending Activities

Make a “Heads” Book

Using the book and real coins, explain that one side of every coin is called “heads” because there is a head of a person on it, and the other is called “tails.” Determine that, other than the photo on the cover, title page, and page 2, all the coin photos in the book show “tails.” Give a magnifying glass and a different coin to each of six groups of students. Have them look for details that they could use to describe the “heads” side of their coin. Have each group create a page that

resembles the corresponding page (of pp. 3, 4, 6, 8, 10, 12) in the text, except that it would show the “heads” side of the coin, rather than “tails.” Students can draw (or use a pencil or crayon to do a coin “rubbing” of the actual coin), then draw an enlarged version of the coin. They can copy the text for their respective pages from the book.

Match Coin Values

Prepare five strips of cardboard or sturdy paper with five pennies glued on to each (for a total of 25 pennies). Give one student a nickel, dime, or quarter and have him or her match the right number of pennies to it. Give different students different coins until they have all matched a coin to the pennies at least once. Then reverse the game so that you show a number of pennies and have students choose the coin that matches them in value. Have the students complete **BLM 10-2: How Many Pennies?** by cutting out the strips of pennies at the bottom and matching them to the appropriate coins.

Play Concentration

Draw or glue a picture of the following coins on index cards: penny, nickel, dime, quarter, loonie, and toonie. Then write the names of each coin and their values using the ¢ or \$ symbols on other index cards. Place the cards face down on a table. Have the students take turns flipping two cards over to make a match. If the students have a match, they collect the cards and take an extra turn. If the cards do not match, the students return them to the table, face down.

Cross-Curricular Links

Mathematics

Place a variety of coins in a clear container, and show the container to the students. Ask the students to predict how many of a particular coin are in the container. Have the students record their predictions on a piece of paper. Then have the students empty the container to sort, and then count the coins to confirm their predictions. This activity may be repeated several times, with the students guessing the amount of different coins, or varying the number of coins in the container.

Mathematics

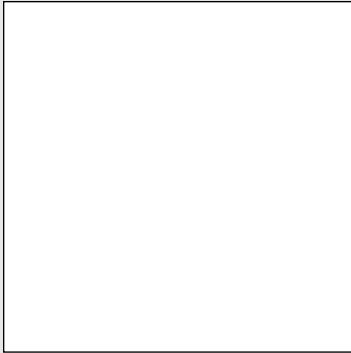
Provide a large number of a mix of coins and a magnifying glass at a centre. Students can work individually or in pairs to sort the coins by denomination first, then by differences within each group of coins—for example, by year, by design (quarters, loonies, and toonies have a variety of “tails” designs), and by the head on the “heads” side. Students may want to use a grid to create a graph to show most and least of the kinds of coins. Encourage students to present their findings to the class at an arranged time.

Art

Review the different coins with the students. Ask the students to pick one coin to redesign. On paper, the students decorate the coin with an animal or other design. Ensure that the students include the value of the coin in their design. The drawings may be put together to create a display of new coins.

Social Studies

Provide a collection of American pennies, nickels, dimes, and quarters at a centre, along with Canadian coins, where students can look for similarities and differences in the two sets of coins. Plan time to discuss the differences and the reasons for them.



Level G

Text Type

narrative (realistic)

Word Count

253

High Frequency Words

a, after, an, and, at, be, can, for, from, get, going, got, had, have, he, her, his, home, I, is, it, like, look, made, me, mom, not, now, of, on, put, said, the, there, they, this, to, up, was, we, what, when, will, you

Content Words

babysitter, time, o'clock, breakfast, jacket, library, hour and a half, lunch, clock, hours

Text Features

- 16-page book
- 3–9 lines per page
- illustrations
- moderate picture clues
- dialogue
- clocks within illustrations
- numerals within text

Cross-Curricular Links

Mathematics/Art

Physical Education

Is It Almost Time?

Before Reading

Show the students a teaching clock set at 7 o'clock. Ask, *Is this time almost lunch time? What time is it? What might you be doing at 7 o'clock in the morning? When is lunch time? What does 12 o'clock look like on the clock?* Repeat a similar set of questions as you show different times, for example, show 10 o'clock and ask if this means it is almost time to go home, or to go to bed. Whenever possible, have volunteers set the hands to show a specific time. Show times to the hour and the half-hour.

Previewing the Text

- Show the cover of the book and read the title. Discuss what the students see in the art.
- Introduce the characters. Tell the students that Marty's babysitter, Eve, stayed overnight at his house to look after him, and that Marty is waiting for something.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Say, *Marty's babysitter stayed overnight at his house.* Have the students say the word "babysitter" slowly and ask, *Can you hear a little word you know at the beginning?* Have the students locate the word "babysitter" on the page. Ask, *What time is it? What did Marty do at 7 o'clock in the morning?* (woke up his babysitter) *What do you think he's asking Eve?* Say, *Read the sentences that end in question marks to see if you're right.*

Pages 4–5: Discuss what Eve and Marty are doing and elicit "eating breakfast." Ask, *What do you think Marty is asking Eve again?* Focus the students' attention on the clock and say, *It's only 8:30 in the morning. Eve says there is still lots of time.*

Pages 6–7: Say, *Eve and Marty are going out.* Ask, *What do they have to put on to stay warm?* If the students say "coats," say, *It's like a coat, but it starts with a "j" sound.* (jacket) Ask, *What do you think Marty is asking Eve again? Do you think it's time yet?* Focus the students' attention on the clock and discuss the time. Have the students locate

“10 o’clock” in the text, then ask, *Where does Eve say they are going right now? Look at the words to find the answer.*

Pages 8–9: Say, *Marty and Eve spent an hour and a half at the library.* Write the word “hour” on a whiteboard. Explain the silent “h” at the beginning, then have the students locate the word “hour” in the text. Have the students practise reading the words “hour and a half” smoothly, for fluency. Say, *When they got home, Marty asked the same questions. Check the words to find Eve’s answer.*

Pages 10–11: Ask, *What meal had Marty and Eve just finished eating?* Say, *Marty asked the same question again.* Ask, *What did Eve say?* (it’s almost 12 o’clock) Ask the students to prove their answer, using either the picture or the text. Then say, *Find the last word on this page. It is a compound word with two words inside it.* Ask, *What is the compound word? What is Eve going to do now?*

Pages 12–13: Ask the students to look at the clock on the wall and ask, *What time is it?* Say, *Eve made a paper clock to show Marty the time he is waiting for.* Ask, *What time is that?* Say, *Check the words to find out how many hours from now it will be.*

Pages 14–15: Focus the students’ attention on the wall clock. Remind the students that Marty is waiting for 4 o’clock. Ask, *Is it 4 o’clock yet? What time does Marty say it is? How long do they have to get ready?*

Page 16: Say, *Finally Marty was happy. Why? What time was it?* Have the students choral read the last sentence.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story using the pictures to guide them.
- Discuss why quotation marks are used. Ask the students to point to a few examples in the text. Explain that quotation marks are also called “talking marks” and that whatever is between the talking marks is what a character says when he or she is talking in the story. Direct the students to look at page 2 and ask, *What does Marty say on this page? What does Eve say?* You may continue with this line of questioning, or ask pairs of students to choose a character from the story and read only the parts where the character is speaking (the text within quotation marks). The teacher may act as the narrator. Allow the students time to practise their lines.

- Have the students search for the sentences in the book that say what time it is and copy them down in order. When they are finished, discuss the various times that occur on the hour and those on the half-hour. Direct the students to circle the times on their list that are on the half hour (8:30, 11:30) and underline the times that are on the hour (7:00, 10:00, 12:00, 3:00, 4:00).
- Orally review the sequence of events in the story. Draw the students' attention to the times that the events occurred. Have students complete **BLM 10-3: Marty's Day** by cutting out the sentences at the bottom and pasting them beside the time they occurred.

Extending Activities

Add to the Story

Brainstorm with the students some other times during the day that Marty could have asked Eve, "Is it time yet?" and what it might have been time for. As an example, Eve might answer Marty with, "It's 2 o'clock. It's time to take a nap." Students can write Marty's and Eve's dialogue, then illustrate what they are doing at that time of day. Remind them to include a clock in their illustration. Put the additional pages in with the book, in chronological order, and read the whole book together.

The Times in My Day

Discuss different things the students do at specific times during the day. Ask, *What time do you wake up? What time do you start school? What time do you eat lunch? What time do you go home from school? What time do you eat dinner? What time do you go to bed?* Have the students show the different times on individual clocks or on a teaching clock, or you may do this for the students. Ask the students to complete **BLM 10-4: My Day** by filling in the time words (e.g., 7 o'clock) and drawing the equivalent times on the blank clocks.

Match the Times

Provide groups of students with individual cards showing clock faces with times from 1 to 12, digital times from 1:00 to 12:00, and word cards showing 1 o'clock to 12 o'clock. Ask the students to match the three cards that show the same time. Alternatively, the students could play concentration, where all cards are laid randomly, face down. Students then match up times written in digital, analog, or word format. You may wish to include times in both hours and half-hours.

Cross-Curricular Links

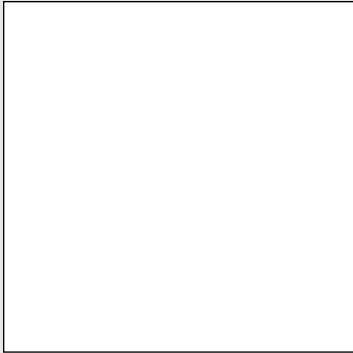
Mathematics/Art

Discuss with the students different ways we know what time of day it is (e.g., it is dark at nighttime) and different activities we do at different times of the day (e.g., get dressed in the morning, eat breakfast). Individually, or in groups, have

the students make a poster by gluing magazine pictures that show different times of the day (e.g., a clock, the sun, the stars or the moon, someone eating breakfast or dinner, a person in bed sleeping, someone brushing their teeth).

Physical Education

At the end of a large space (e.g., a gymnasium or field), have the students line up side by side. Some distance from the students, hold up a large teaching clock. The students chant, *What time is it Mr. Wolf?* Reply by showing a time on the clock (e.g., 3 o'clock). The students then step forward an equivalent number (e.g., three steps) toward the teacher. Continue until the students have almost reached where you are standing. At this point, when the students ask, *What time is it Mr. Wolf?*, the teacher responds, *Lunch-time!*, and tries to tag as many students as possible. The students that are tagged join the teacher at the front and the game is played until there are no more players left. You may also allow student volunteers to play the role of the wolf.



Level I

Text Type

narrative (realistic)

Word Count

288 (doesn't include speech balloons), 319 (includes speech balloons)

High Frequency Words

a, after, all, and, as, at, back, be, by, can, did, do, down, for, from, get, go, going, got, had, have, he, home, how, I, in, it, look, make, mom, no, now, on, said, she, so, that, the, them, then, there, they, to, too, up, want, was, we, what, when, will, with, you

Content Words

cents, spend, money, altogether, candy store, penny, treats, counted, buy, coins, pay, dime

Text Features

- 16-page book
- 2–9 lines per page
- illustrations
- moderate picture clues
- dialogue
- speech balloons/thought bubble
- varying text placement
- print, clocks, and currency symbols within illustrations
- numerals within text
- italics

Working with Words

Long and Short “e” Sounds

Cross-Curricular Links

Mathematics
Language Arts
Art

The Candy Store

Before Reading

Display a collection of pennies, nickels, and dimes. Discuss the name and value of each coin. Ask a volunteer to count out ten cents and describe what coins were used. Ask others to show ten cents using different coins. (There are four ways: one dime; two nickels; ten pennies; one nickel and five pennies.) Give a pair of students ten pennies each. Suggest things they might want to buy and the prices, and ask them if they have the money to buy them. You might say, *Gummi bears are five cents each. Can you each buy one? Can you each buy two?* Have them use the coins to show the amounts they need. Repeat with different scenarios for different pairs of students.

Previewing the Text

- Show the cover of the book and read the title, as well as the name of the store (printed across the window). Ask, *What are the children doing? What time is it?* Point out the clock in the picture as well as the sign on the door that gives the store's hours.
- Say, *This is a story about Raj and Rena. They each have ten cents to spend, and Mom lets them go to the candy store.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *How many pennies does Raj have to spend? How many nickels does Rena have? Say, Ten pennies make ten cents, and two nickels make ten cents, too, so they each have ten cents.* Explain that the word “cents” begins with a soft “c” sound, like an “s,” and have the students locate the word on the page. Then ask, *How much money do they have altogether?* Explain to the students that the book has questions in italics to answer, and point out the question at the bottom of the page. Ask, *Where are the children going? How do you know?* (speech balloon)

Page 3: Say, *Raj knows that the candy store doesn't open until a certain time.* Ask, *What time does it open?* (10:00) Ask, *What time is it now?* (Have the students focus on the clock in art.) *At what time does Mom say they can leave?*

Page 4: Have the students look at the clocks in the art. Ask, *What time is it now?* Say, *The family will be going to Grandma’s for lunch.* Ask, *What time does Mom want Raj and Rena to be home by?* Ask the students to find two ways to prove their answer. (text, Mom’s thought bubble)

Page 5: Ask, *How much money does Raj have now? What happened? How much money did he lose?* Ask a volunteer to read the question at the bottom of the page, then invite the students to answer.

Pages 6–7: Ask, *What time did Mr. Rees open the store?* Then say, *Find another place that proves your answer.* (text or picture) Say, *While the children waited for the candy store to open, they looked at all of the treats. Find a question on this page that asks about what the children were thinking.*

Pages 8–9: Say, *The children have to decide what to buy first because there are so many treats to choose from.* Ask, *What did they do?* (elicit “counted their money again”) Say, *This page lists eight different kinds of treats. What are they?* When the students have identified the treats, model how the list should be read, with proper inflection for question marks. You may also wish to ask, *Which three treats start with the same little word?* Discuss the similarities in the words “Gummi,” “Gumdrops,” and “Gumballs.”

Page 10: Ask, *What did Raj and Rena choose?* Explain the use of the word “chose” and have the students locate it on the page. Ask, *How much did the children’s lollipops cost?* Ask the students to prove their answers. (text or speech balloon) Ask for a volunteer to read the question at the bottom of the page, and then have another volunteer answer the question.

Page 11: Ask, *How much money do Raj and Rena have left? (nine cents) What do they want to buy? Do they have enough money to buy two gummi worms?* Point out the word “enough” at the bottom of the page and explain its difficult and unconventional spelling.

Page 12: Focus on the clock in the picture and have the students tell the time. Ask, *What do the children need to start doing now?*

Page 13: Ask the students to search the text to find out why Raj and Rena are so excited. Then ask, *Where does Raj suggest they go?*

Page 14: Ask, *What did each of the children buy? What was the price?* Ask a volunteer to read the question at the bottom of the page, and have another volunteer answer.

Page 15: Ask or review with the students the time that Raj and Rena are expected home. Ask, *Since Raj and Rena spent the extra time at the store, what did they have to do to get home by 11:00?* You may wish to point out the “e” sound made by the “y” at the end of “hurry.”

Page 16: Have the students focus on the clock in the picture. Ask, *Did Raj and Rena get back home on time? How much money did they have left?* Discuss or explain the expressions “just in time” and “a minute to spare,” then have the students practise reading the text in quotation marks.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Invite individual students to retell the story. Focus the students’ attention on the timeline. Ask, *What did the children do at 9:00, 9:30, 10:00, 10:30, and 11:00?*
- Have four students play the roles of the four characters in the story, telling the story through dialogue only. In some cases, speech balloons will dictate the dialogue, but mostly the dialogue will have to be created by those playing the characters’ roles.
- Ask the students to search the text and read all of the words and sentences that end in a question mark. They may use tally marks on scrap paper to count the number of question marks in the text. (15, including speech balloons) Time allowing, students may then do the same activity, but search for and read any text ending in exclamation marks. (10, including speech balloons)
- Discuss the purpose of quotation marks. Explain that quotation marks are also called “talking marks,” and that whatever is between the talking marks is what a character says when he or she is talking in a story. Direct the students to look on page 3 and ask, *What does Raj say on this page? What does Mom say?* Continue asking these types of questions on subsequent pages.
- Have the students use the book to answer questions such as the following:
Where were they going for lunch?
What did Mr. Rees do at 10 o’clock?
What happened on the way to the store?
How much do gummi worms cost?
What happened to the children when they left the store?
What all did they buy at the candy store?
- Go over **BLM 10-5: Number Words and Time** with the students. Read the number words and time notations in the box at the top. Students can look for the sentences in the book, note what’s missing, and complete the sentences by writing in the missing word or time.

Working with Words: long and short “e” sounds

Do a mini-lesson or review on the long and short “e” sounds, then ask the students to search the text and list all of the words that contain a long or short “e” sound. Record them on a two-column chart. (Long “e” sounds: Rena, each, money, leave, he, We’re, before, treats, Rees, please, jellybeans, decided, we, enough, street. Short “e” sounds: ten, cents, spend, Let’s, altogether, open, penny, then, jellybeans, left, get, them, when.) Discuss the similarities and differences in the various “e” sounds, spelling conventions (the “ea” combination), and so on.

Extending Activities

Write Speech Balloons

Have students choose an illustration in the book and write speech balloons for each of the characters. They should try to incorporate as much of the story line in the characters’ dialogue as possible. If they write them on large Post-its, they can stick them temporarily right onto the page in the book. Invite students to read out their written dialogue while showing the illustration.

Show the Money Story

Students can illustrate a series of frames, showing the story with the focus on the money. They can show each scene (illustration and caption) on a separate card or piece of paper, then challenge others to put the finished products in the order they happened in the story. For example, the first frame would show two nickels and ten pennies. The caption might be, “They had ten cents.” The next frame might show two nickels and ten pennies, with one penny crossed out. The caption could be, “Raj lost one penny. Now he has nine cents.” (Encourage students to include number sentences wherever appropriate: $10 - 1 = 9$.) “Together they have 19 cents. $20 - 1 = 19$ (or, $10 + 9 = 19$).”

Shopping for Candy

Have the students go back through the book to find the different treats and how much they cost (see the illustrations on pp. 9, 10, 11, 12, and 14). List the items and prices on chart paper (lollipops 5¢; giant lollipops 25¢; jellybeans 1¢; gumdrops 2¢; gummi worms 4¢; gumballs 5¢). Say, The children had 19¢ to spend, at first. What could they have bought? Use pennies to model solving the problem—place or draw the right number of pennies needed beside each potential purchase until the money is gone. Students complete **BLM 10-6: Candy Shopping** by doing the same thing with cut-out pennies.

Cross-Curricular Links

Mathematics

Create a set of index cards with a variety of amounts up to 20 cents. Provide the students with pennies, nickels, and dimes (real or play) to create coin combinations that match the values on the cards. Challenge the students to find as many different coin combinations as possible for each value.

Mathematics

Set up a pretend candy store in your classroom. The students can use cutouts from magazines, playdough, or other materials to create the candy store items. Have some pretend money available so that students can take turns buying and selling the pretend candy using pennies, nickels, and dimes.

Language Arts

Brainstorm and record a list of different treats that could be purchased at a candy store, other than the ones listed in the text (the students may use the text to access that vocabulary). Invite the students to write a story about a trip to a candy store. Ask them to write about what they would buy, and how much it would cost. If desired, the students may illustrate their stories, and/or draw the items they would buy and label them with their prices

Art



Have students work in pairs to create posters advertising The Dandy Candy Store Sale. Encourage the students to include store hours, date and time of the sale, names of treats, and sale prices. Remind the students that posters should be colourful, eye-catching, and easy to read.

Name: _____

Date: _____





Coin Chart

Cut out the boxes and complete the chart.

		
	nickel	
		10¢
	quarter	
	loonie	\$1
		

Coins to COME






penny	5¢		\$2	toonie	
	dime			25¢	1¢

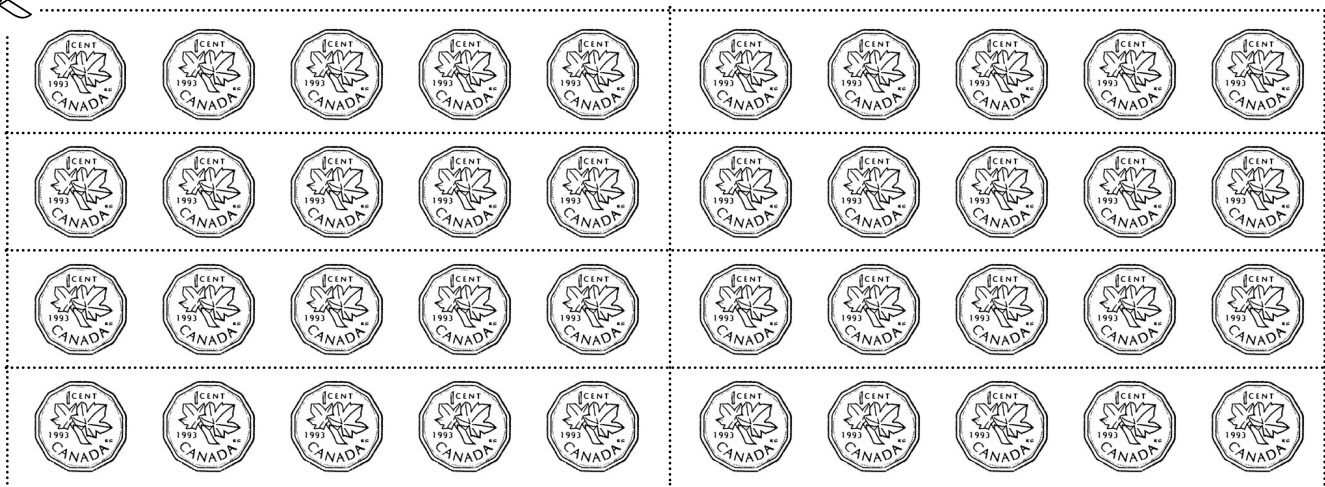
Name: _____

Date: _____

How Many Pennies?

Cut out the strips of pennies and match them to each coin.

dime 	
quarter 	Coins to COME
nickel 	



Name: _____

Date: _____

Marty's Day

Cut and glue the sentences to match the times from the story.

7:00	
8:30	
10:00	
11:30	
12:00	
3:00	
4:00	



They have one hour to get ready.

Marty wakes up his babysitter.

They eat breakfast.

It's time for lunch.

Mom is home from her trip.

Marty and Eve go to the library.

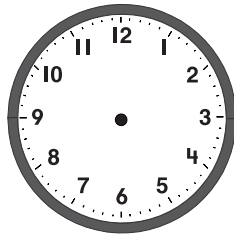
Eve made a paper clock.

Name: _____

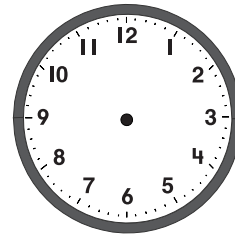
Date: _____

My Day

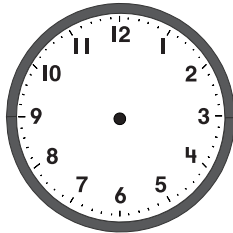
Draw and write the time for each sentence.



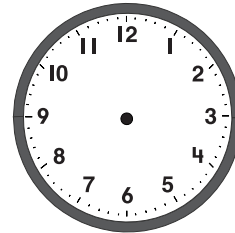
At _____,
I wake up.



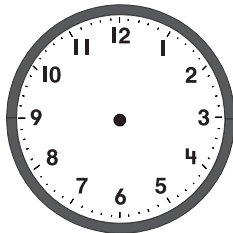
At _____,
I start school.



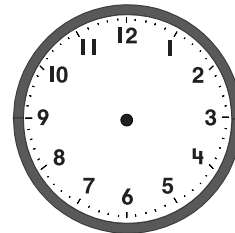
At _____,
I eat lunch.



At _____,
I go home.



At _____,
I eat dinner.



At _____,
I go to bed.

Name: _____ Date: _____

Number Words and Time

Complete the sentences with one of these number words or times.

two	ten	five	
nine	one	9:30	10:00

1. Raj and Rena each had _____ cents to spend.
2. “You can leave at _____.”
3. “Now I have only _____ cents.”
4. At _____, Mr. Reese opened the door.
5. They chose _____ lollipops.
6. They were _____ cents each.
7. They took _____ gumball each.

Name: _____

Date: _____

Candy Shopping

What can you buy with 19¢?

Candy	How many will you buy?	How much will they cost?
GUMMI WORMS 4¢ EACH		
JELLYBEANS 1¢ EACH		
LOLLIPOPS 5¢ EACH		
GUMDROPS 2¢ EACH		

