

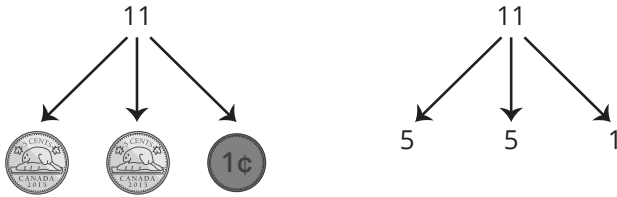
Dear parent or guardian: This is a summary of the key ideas your child is learning in mathematics. You can use this summary as background as you support your child's work. Some suggestions for simple activities you can do with your child are also included.

2 Representing Money Amounts

Decomposing Numbers to Represent Money Amounts

When students represent an amount of money with coins, they are effectively decomposing numbers. That means that they are breaking the amounts down into understandable parts.

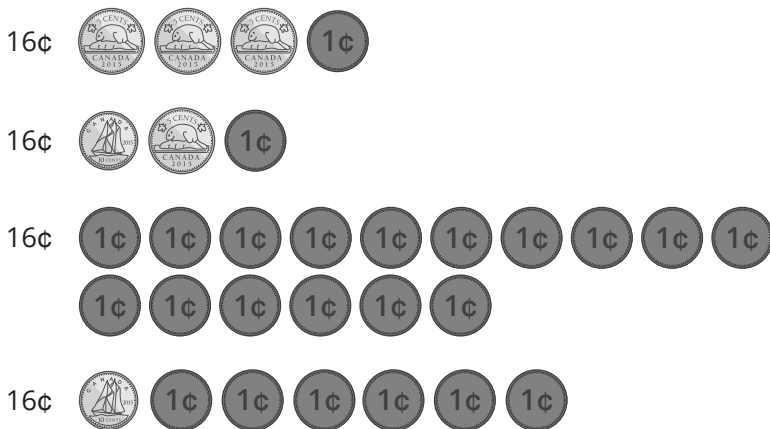
For example, 11 can be shown as 2 nickels and 1 penny. This involves the mental process of breaking the number into three parts: a 5, a 5, and a 1.



Creating Alternative Representations

It is helpful mathematically for students to see that they can represent a monetary amount in a variety of ways.

For example, 16¢ could be 3 nickels and 1 penny. It could also be shown in other ways:



Helping Your Child

Provide opportunities for your child to play with real or pretend money. For example, you could make up a play store where prices are 20¢ or less and invite your child to go shopping. Only one item can be purchased at a time, and your child has to show the correct amount in coins to buy an item.



Notes

Note that, at this grade level, the money amounts go only to 20¢. Because using only dimes and nickels does not allow for much flexibility, it makes sense to use either real pennies or play pennies (either digital or plastic) to show amounts such as 12¢, which actually do appear in prices. Play coins can work just as well as real coins either at home or in the classroom. Just be sure that they depict Canadian coins. Solving addition and subtraction problems is not a focus in this lesson, although it will be in later lessons.

Definitions

decompose a number: to separate a number into parts

For example, you can decompose 11 as 5, 5, and 1.

