

Bridging the Employment Gap

Retail



Simcoe/Muskoka
Literacy Network



Human Resources and
Social Development Canada

Ressources humaines et
Développement social Canada

RETAIL

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Bridging the Employment Gap

- Focus on Level 1 Essential Skills
- Based on National Occupation Code Profiles for jobs in 5 sectors
 - Clerical
 - Grounds Maintenance
 - Janitorial
 - Kitchen Help
 - Retail
- Emphasis on community partnerships with job coaches / job developers and with employers
- Student units include Learning Activities (Essential Skills identified), Teaching Aids, Student Activity Sheets, and Demonstrations (including instructor notes, tasks, and assessment.)

READY FOR WORK includes

- **ESSENTIAL SKILLS** training module for tutors
 - Exploring the Essential Skills
 - LBS / ES alignment charts
 - How to Use the Ontario Skills Passport (including NOC)
- **STUDENT UNITS** focused on skills all people need – especially the “soft skills”
 - **Before Applying for the Job**
 - Choosing a Job
 - Fit for the Job
 - Keep Fit
 - Using a Personal Information Wallet Card
 - Going for the Interview
 - **On the Job**
 - Pay Information
 - Form Filling
 - Succeeding in the Workplace: Personal and Interpersonal Skills
 - Working with Others
 - Employee Responsibilities
 - Employer Responsibilities
 - Messages
 - Bus Smart
 - Time
 - Units of Time Measurement
 - Digital Clock
 - Analog clock
 - Measuring Elapsed Time
 - Managing Time
- **EVALUATION**
 - For the Employer
 - For the Support Worker
 - For the Student

CONTENTS OF SECTOR MANUALS

CLERICAL

- Safety
- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Telephone Messages
- Making a Telephone Call

GROUNDS MAINTENANCE

- Safety
- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

JANITORIAL

- Safety
- Understanding Hazardous Product Labels
- Understanding Signs
- Garbage Bags and Recycling
- Floors, Tables and Windows
- Cleaning the Washroom

KITCHEN HELP

- Safety
- Loading and Unloading the Dishwasher
- Counting and Patterns
- The Condiment Station: Sorting and Storing Food
- Setting Temperatures: Burners and Ovens
- Measuring Ingredients

RETAIL

- Safety
- Counting Money
 - Previous experience
 - Loonies and toonies
 - \$5
 - \$10 & \$20
 - Pennies
 - Quarters
 - Nickels & Dimes
 - Putting it all Together
- Sorting Sizes
- Matching UPC Numbers
- Stocking Shelves

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Background

This is part of Phase 2 of *Bridging the Employment Gap for Learners with Low Level Literacy Skills*, a project begun in 2001. The focus of Phase 1 of the project was students with the lowest level literacy and basic skills, especially the developmentally challenged population. These students are the hardest to place in jobs and they face significant challenges in getting and keeping employment.

Phase 1 produced job specific sector manuals. These manuals presented step-by-step learning activities for selected tasks in the following sectors:

- Clerical
- Grounds Maintenance
- Janitorial
- Kitchen Help
- Retail.

Activities and teaching aids, as well as some demonstrations, were produced for each of the above sectors. Tasks selected were representative of jobs in which students were being placed. These manuals have been successfully used by a number of agencies, and this led to requests for their augmentation and fuller circulation.

In Phase 2, the focus was expanded to include all Essential Skill Level 1 learners, not just those who are developmentally challenged. To accomplish this, more activities requiring greater skill were created. All the activities have been aligned to the Essential Skills and to the selected National Occupation Classification (N.O.C.) profiles. A summary of the N.O.C. profiles and their Level 1 tasks is included; however, some of the Level 1 tasks from the profiles have yet to be developed. Demonstrations and authentic documents have been added to complement the activities.

As a result of focus group meetings with representatives from Ontario Works, Job Connect, Employment Resource Centres, community-based literacy programs, job coaches, job developers and literacy instructors, a need for the development of the “soft skills” was identified. There are many other non sector-specific job related skills needed by all employees, for example, form filling skills. **Ready for Work** is the resource which has been developed to address these needs. **Ready for Work** should be used as a complement to each sector manual.

The **Retail** binder will help individuals who may have the opportunity to work in a retail setting. It includes four main units: Counting Money, Sorting by Size, Matching UPC Numbers and Stocking Shelves.

How to Use This Resource

NATIONAL OCCUPATION CLASSIFICATION AND THE ESSENTIAL SKILLS

Several N.O.C. profiles were used in planning what tasks to include in the resource manual. The Level 1 skills for the several profiles are printed as they appear in the profiles, and they are also summarized in chart form. Indication is made as to whether that task has been addressed, and if so, in which manual: Clerical, Ready for Work, another sector manual. Sometimes, the specific task has not been taught, but the necessary skill has. If the task has not been taught, it is one that could be developed at some later time, if funding becomes available. Instructors and students can access the full profile by going to the Essential Skills website (Google “Essential Skills.”)

UNIT ORGANIZATION

• INTRODUCTION

These pages outline the intent of the unit as a whole, and they include the following sub-headings:

- Description of unit
- Prerequisite and additional skills not taught in this unit
 - Skills a student should have before attempting the activities and tasks.
- Objectives
 - Measurable goals which should be met by the end of the unit.
- Materials
 - Materials the instructor/job coach/volunteer will need to gather prior to teaching the unit.
- Vocabulary
 - The words the students will need to be able to recognize, read or hear by the end of the unit. Specific vocabulary exercises are not provided.
 - Instructors/job coaches/ volunteers should be prepared to teach new vocabulary as it arises.
 - New words could be written on vocabulary cards which should then be laminated for multiple usages.
 - Some students will only recognize the words orally, while others may be able to copy and/or spell the words.
 - Some students may benefit from making their own vocabulary cards.
- Resources
 - Sources of information used to develop the unit plus other resources which could be used to augment the learning.

• ESSENTIAL SKILLS CHART

- The Essential Skills are named across the top of the chart (the abbreviations noted above have been used)

- The Activity Descriptions are listed numerically down the left-hand column of the checklist.
 - The final activity, named D, is the Demonstration.
 - Each learning activity in the unit has been named, numbered and the Essential Skills used in the activity are identified and leveled. This will enable instructors / job coaches/ volunteers to locate tasks which will develop particular skills.
- **LEARNING ACTIVITIES**
The Learning Activities contain detailed steps which are necessary for low level students. Some students may be able to omit steps in certain units depending upon their expertise in a particular area.
A listing of the Essential Skills contained in the activity and the materials needed to complete the activity precede the instructions.
 - **DOCUMENTS**
Authentic documents have been used as appropriate. We encourage everyone using this resource to gather authentic materials appropriate to their geographic area and /or job placement.
e.g. Local bus schedules/time-tables
Local business application forms
 - **TEACHING AIDS**
These materials are cross-referenced in the Learning Activities. Their inclusion should facilitate the preparation process. Some of the Teaching Aids incorporate role play situations. These should be laminated or mounted on card stock to make them durable for posting and multiple usage
 - **STUDENT ACTIVITY SHEETS**
Students will work on these sheets. They will be required to fill in forms, charts, checklists and/or answer questions. These should be photocopied as needed.

On the CD, doc and docx forms of the student sheets are included so that instructors may individualize these for their students.
 - **DEMONSTRATION - INSTRUCTOR PAGE**
This page acts as a summary for the instructor/job coach/volunteer. The skills and achievement indicators of the unit are itemized.
 - **DEMONSTRATION TASKS**
Demonstration Tasks will be completed by the student at the end of the unit. The skills inherent in the tasks have been taught and practiced throughout the unit (in the Learning Activities and in the Student Activity Sheets.) These demonstration tasks act as a summation of the unit, and may be collected for a student portfolio or for a workplace portfolio. The Task sheets should be photocopied as required.

- **DEMONSTRATION - ASSESSMENT**

This form will show how the student has performed on the tasks and will be a useful tool for instructors/job coaches/volunteers and employers. It could be included in a portfolio to be taken to a job placement or interview. An indicator on all demonstration assessments is student self-assessment. This will help the individual to recognize his or her areas of strength as well as the skills he or she will need to practise further in order to meet with success in the workplace.

WHAT I HAVE LEARNED AND SKILLS PRACTISED

This is a standard self assessment form that can be used at the completion of each demonstration. The object is for the student to understand what Essential Skills have been practiced in the unit and shown in the demonstration. This form may be included in a portfolio, or may be used with a job developer or job coach as a resume is being written. It will also help the student to feel confident about his or her skills, and hopefully will help the student to be able to articulate strengths when interviewed for a job.

ABBREVIATIONS USED FOR ESSENTIAL SKILLS (on charts)

| | |
|---------------|--|
| RT | Reading Text |
| DU | Document Use |
| W | Writing |
| N | Numeracy |
| ◦ MM | ◦ Money Math |
| ◦ SBA | ◦ Scheduling or Budgeting and Accounting |
| ◦ MC | ◦ Measurement and Calculation |
| ◦ DA | ◦ Data Analysis |
| ◦ NE | ◦ Numerical Estimation |
| TS | Thinking Skills |
| ◦ PS | ◦ Problem Solving |
| ◦ DM | ◦ Decision Making |
| ◦ JTPO | ◦ Job Task Planning & Organization |
| ◦ SUM | ◦ Significant Use of memory |
| ◦ FI | ◦ Finding Information |
| WVO | Working With Others |
| CU | Computer Use |
| CL | Continuous Learning |

NATIONAL OCCUPATION PROFILES AND THE ESSENTIAL SKILLS

There are many NOC profiles which could be included in this sector. Some focus on the handling cash aspect of the job, while others relate to stocking shelves, reading price codes, etc. The profiles examined are 6611 – cashiers, 6421 – Retail Sales Associates, 6622 – Grocery Clerks and Store Shelf Stockers.

NOC 6611: Cashiers record and receive payment from customers in stores, restaurants, theatres, business offices and other retail and wholesale establishments for the purchase of goods, services and admission.

Cashiers perform some or all of the following duties:

- Greet customers
- Establish or identify price of goods, services or admission and tabulate total payment required using electronic or other cash register, optical price scanner or other equipment
- Weigh produce and bulk foods
- Receive and process payments by cash, cheque, credit card or automatic debit
- Wrap or place merchandise in bags
- Provide information to customers
- Assist sports spectators and theatre patrons with seat selection
- Calculate foreign currency exchange
- Calculate total payments received at end of work shift and reconcile with total sales
- May accept reservations and take-out orders
- May also stock shelves and clean check-out counter area.

NOC 6421: This profile was developed as part of an occupational standard. The NOC group to which it relates is "Retail Salespersons and Sales Clerks." Retail salespersons and sales clerks sell or rent a range of goods and services in stores and other retail businesses and in wholesale businesses that sell on a retail basis to the general public.

Retail salespersons and sales clerks perform some or all of the following duties:

- Greet customers and discuss type, quality and quantity of merchandise or services sought for purchase, rental or lease
- Advise customers on use and care of merchandise, and provide advice concerning specialized products or services
- Estimate or quote prices, credit terms, trade-in allowances, warranties and delivery dates
- Prepare merchandise for purchase, rental or lease

- Prepare sales, rental or leasing contracts and accept cash, cheque, credit card or automatic debit payment
- Assist in display of merchandise
- Maintain sales records for inventory control
- Operate computerized inventory record keeping and re-ordering systems
- May conduct sales transactions through Internet-based electronic commerce.

NOC 6622: Grocery clerks and store shelf stockers pack customers' purchases, price items, stock shelves with merchandise and fill mail and telephone orders. They are employed in retail establishments, such as grocery, hardware and department stores, and in warehouses.

Grocery clerks and store shelf stockers perform some or all of the following duties:

- Bag, box or parcel purchases for customers or for shipment or delivery to customers
- Carry customers' purchases to parking lot and pack in vehicles
- Unpack products received by store and count, weigh or sort items
- Use barcode scanning equipment to record incoming stock, verify pricing and maintain computerized stock inventory
- Price items using stamp or stickers according to price list
- Attach protective devices to products to protect against shoplifting
- Stock shelves and display areas and keep stock clean and in order
- Fill mail orders from warehouse stock
- Obtain articles for customers from shelf or stockroom
- Direct customers to location of articles sought
- May sweep aisles, dust display racks and perform other general cleaning duties
- May operate cash register and computer for electronic commerce transactions
- May order stock.

SUMMARY OF LEVEL 1 TASKS

| Essential Skill | Sample tasks | This resource | Ready for Work | Other | To be developed |
|--------------------------------------|--|---|---|---|--|
| READING TEXT | <ul style="list-style-type: none"> • Memos, notes re duties etc. • Labels – instructions • Emails • Comment cards | <ul style="list-style-type: none"> ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ | <ul style="list-style-type: none"> ✓ | <ul style="list-style-type: none"> ✓ ✓ |
| DOCUMENT USE | <ul style="list-style-type: none"> • Price tags, bills, • Dates, time • Complete simple forms – charts • Shelf and product labels • Product codes • Lists, inventories • Signs and labels – locations, choosing product | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ | <ul style="list-style-type: none"> ✓ ✓ |
| WRITING | <ul style="list-style-type: none"> • Complete forms • Notes for various purposes • Personal information • Phone messages • Daily logs | <ul style="list-style-type: none"> ✓ | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ <p>Clerical</p> | <ul style="list-style-type: none"> ✓ |
| NUMERACY | | | | | |
| Money Math | <ul style="list-style-type: none"> • Total bills using cash register • Making change | <ul style="list-style-type: none"> ✓ ✓ | | | |
| Scheduling or Budgeting & Accounting | <ul style="list-style-type: none"> • Total transactions and cash • Rolling money and coins | <ul style="list-style-type: none"> ✓ ✓ | <ul style="list-style-type: none"> ✓ | | |
| Measurement & Calculation | <ul style="list-style-type: none"> • Weighing and measuring product | | | <p>Kitchen/ Out.Maint.</p> | |
| Data Analysis | <ul style="list-style-type: none"> • Comparing product sizes • Comparing product codes | <ul style="list-style-type: none"> ✓ ✓ | | | |
| Numerical Estimation | <ul style="list-style-type: none"> • Estimating prices • Estimating times • Estimating sizes | <ul style="list-style-type: none"> ✓ | <ul style="list-style-type: none"> ✓ ✓ | | |

| | | | | | |
|----------------------------------|---|---|---|---------------------|---|
| ORAL COMMUNICATION | <ul style="list-style-type: none"> • Taking phone messages • Listening for information • Answering customer questions • Interacting with supervisors and coworkers • Making general conversation with customers • Helping customers find products | ✓ | ✓ | Clerical All | |
| THINKING SKILLS | | | | | |
| Problem Solving | <ul style="list-style-type: none"> • Correcting own mistakes • Encountering time management problems • Retagging incorrectly tagged merchandise • Scanner doesn't read price code • How to integrate product neatly into existing display • Solving customer problems | ✓ | ✓ | | ✓ |
| Decision Making | <ul style="list-style-type: none"> • Price matching with another store • Decide whether to accept personal cheques based on guidelines • Dealing with damaged products • Selling cigarettes to minors • On the spot decisions involving customers | ✓ | | | ✓ |
| Job Task Planning & Organization | <ul style="list-style-type: none"> • Serve customer or do other duty • Time management | | ✓ | | ✓ |
| Significant Use of Memory | <ul style="list-style-type: none"> • Memorizing prices and codes • Items on sale • Messages • Regular customers – special service • Numbers – recording information • Sequence of steps for opening and closing • Price checking | ✓ | | Clerical Kitchen | ✓ |
| Finding Information | <ul style="list-style-type: none"> • Finding information on flyers or labels • Getting information from relevant person • Walking tour to familiarize self with layout • Contact manufacturers or suppliers • Look up phone numbers or other contact information | ✓ | ✓ | Clerical | ✓ |

| | | | | | |
|---------------------|---|--------|------------------|----------|-------------|
| WORKING WITH OTHERS | <ul style="list-style-type: none"> • Communicate as necessary by phone • Staff meetings to solve specific problems • May work together to arrange displays • Assist new employees • Mostly independent tasks | ✓ | ✓ ✓ ✓ ✓ | Clerical | ✓ ✓ ✓ |
| COMPUTER USE | <ul style="list-style-type: none"> • Computer controlled equipment – cash registers • Receive and send e-mail • Laser radio terminals to make labels • Respond to computer prompts to make changes in prices | ✓ | ✓ ✓ | Clerical | ✓ ✓ ✓ |
| CONTINUOUS LEARNING | <ul style="list-style-type: none"> • In house training • Company courses • On the job training | ✓ ✓ | ✓ ✓ | All | ✓ ✓ ✓ |

LEVEL 1 ESSENTIAL SKILLS: (reprinted from profiles)**Reading Text**

- Read memos about price changes
- Read notes from colleagues to co-ordinate work
- Read product labels for information on the care of products, such as fabrics, and for instructions on the use of products, such as pharmaceuticals or automotive products.
- Read e-mail messages from personnel in other stores concerning the availability of products.
- Read comment cards filled in by customers.
- Read notes from supervisors or from co-workers from an earlier shift providing status reports or reminders of tasks to be completed.

Document Use

- Read price tags, bills, cash register displays or account statements to determine the amount due
- Read lists or Rolodex entries of customer names, addresses and products purchased.
- Read labels on shelves or on products.
- Read SKU identification codes on products and in product catalogues, and read model numbers on products brought in for repair or exchange.
- Read signs which indicate departments and sales items.
- Service station attendants read the labels on products such as windshield-washer fluid and oil to get the right type for the customer's needs. They also read signs and labels on gas and propane pumps.
- Grocery clerks and store shelf stockers read shelf labels, sale-price signs and product code lists.

Writing

- Complete forms.
- Write brief notes to record and explain customers' complaints
- May write in appointment books to schedule incoming customers.
- Enter information such as names, addresses and licence plate numbers on various forms to keep records which may be used by others to prepare reports.
- Write brief notes to remind themselves of specific events or instructions or to share information with co-workers on different shifts.
- Write invitation notes and thank you cards to customers.
- Write reminder notes to themselves and to co-workers about tasks to be completed.
- Write delivery information clearly on packages which are to be picked up by a courier.
- Write phone messages and record price quote information taken by phone.
- Write reminders to themselves to re-order supplies. They also write brief notes to co-workers on the next shift.
- Complete daily logs, noting problems with customers or messages from suppliers.

- Write notes to their supervisors, indicating special requests from customers which involve placing new orders. (1)

Numeracy

- Money Math
 - Total bills by entering amounts in a cash register or calculator, receive payments and make change
 - Handle cash, credit card and debit card transactions and provide change.
- Scheduling or Budgeting and Accounting
 - Total their cash and credit-card transactions. They compare these totals with cash register receipts and enter the results in financial records, reporting cash surpluses or shortfalls.
 - Grocery clerks take rolls of coins and packets of bills to cashiers, verifying and recording the amount provided.
- Measurement and Calculation
 - Measure floor space in order to plan the placement of display items.
 - May measure products, such as pieces of plywood, yards of material or dimensions for rubber stamps
 - Grocery clerks weigh fruit and vegetables for customers.
- Data Analysis
 - Read and interpret sales statistics comparing sales over various periods of time.
 - Grocery clerks and store shelf stockers compare the amount of fat in one product with another, when helping customers make purchasing decisions.
- Numerical Estimation
 - Estimate prices for customers, such as the price of foods sold by weight or the cost of a meal in a cafeteria
 - Estimate the length of time it will take to set up a display.
 - Estimate the size of an item which is most likely to be right for a customer.

Oral Communication

- May take phone messages and may use an intercom to page co-workers.
- May listen to public address system announcements for information.
- May take orders for food or stock from customers.
- May speak with suppliers to receive information about products.
- Greet customers, tell them the total of their bill and respond to their questions about products, services, their bill, hours of operation or where particular products or services can be found.

- Interact with their supervisor, receiving instructions or information, informing their supervisor of problems, such as running short of change, and discussing how the shift is going.
- Talk to co-workers to request and provide information on prices, codes or procedures and to co-ordinate work and schedules.
- Phone service providers, such as plumbers, locksmiths and tow truck operators, to arrange for service.
- Interact with co-workers throughout their shift to exchange information and co-ordinate work and during staff meetings to discuss unique events or problems.
- Interact with supervisors to discuss work schedules, clarify duties, receive instructions and resolve problems.
- Communicate with customers to provide service and respond to questions.
- Greet customers and make general conversation to make them feel comfortable in the store.
- Interact with suppliers or manufacturers to seek clarification on the characteristics of products or to verify their availability.
- Listen for cashiers paging packers on the intercom.
- Interact with customers to help them find products.
- Take customers' fuel orders

Thinking Skills

- Problem Solving
 - May punch in the wrong price by mistake. They void the sale and begin again.
 - Encounter time management problems when they are attempting to set up displays and prepare for special promotions at the same time as serving customers. They may call upon co-workers to assist or may request overtime to complete the tasks.
 - Discover that merchandise has not been properly tagged. They retag it to avoid customer confusion.
 - Find that a purchase has been left behind in the store by a customer. They check sales records to establish ownership, then call the customer to give reassurance of safe-keeping. As an extension of customer service, they may arrange for a courier to deliver the article.
 - Find that a product promised by a local supplier has not been delivered by the day that was arranged for the customer to pick it up. They phone other stores or make a personal visit to the supplier to obtain the product as quickly as possible.
 - Grocery Clerks check prices for cashiers when the scanner will not read the price codes. They check bar codes, shelf labels and office lists.
 - Store Shelf Stockers may have difficulty fitting new products into existing displays. They must integrate the products into the display without ruining its appearance.
- Decision Making
 - Decide whether to accept personal cheques, based on company guidelines

- Decide whether to remove soiled items of low price from inventory.
 - Decide what percentage discount to offer on a damaged product.
 - Decide whether to match a price offered by another store if the price variance is not too wide.
 - Grocery Clerks and Store Shelf Stockers decide which fruit and vegetables to throw away when stocking the produce area.
- Job Task Planning and Organization
 - Cashiers' work is mainly customer-driven and involves little or no planning of their workday. The order and priority of tasks are set by the customers and the supervisor. Some cashiers plan certain tasks for quiet times, such as stocking shelves or cleaning. These activities are interrupted if a customer needs help
- Significant Use of Memory (not leveled)
 - Memorize prices and codes.
 - Remember which items are on special and their sale price. Although they can seek this information as needed, they will be more efficient if they can remember.
 - Remember messages from suppliers about the availability of stock and special requests from customers. They pass this information along to their supervisor.
 - May remember the names, faces or preferences of regular customers to provide more personal service.
 - Remember passwords and codes which will access various parts of the computer information system.
 - Remember the technical specifications of a variety of products.
 - Remember the names of repeat customers and their purchasing preferences.
 - Remember the vendor codes for a wide variety of items.
 - Remember the sequenced steps of opening and closing procedures.
 - Grocery clerks and shelf stockers remember a wide range of computer stock numbers. They also remember the specific size, brand and quantity of an item they are price checking.
- Finding Information
 - May seek information on prices, codes, procedures or current sales by looking up information on price lists or in flyers, by asking a co-worker, by sending a store clerk to check a price or by consulting other available texts or documents.
 - May obtain information on products and services for customers from the relevant person or department in the establishment or from product literature
 - May consult with colleagues or supervisors to obtain time-sensitive information.
 - May do a walking tour of the establishment to become familiar with the layout.
 - Contact suppliers or manufacturers to explore the features or clarify the specifications of products.
 - May contact branch stores by telephone or e-mail to determine the availability of items requested by customers

Working With Others (not leveled)

- Cashiers usually work independently, providing help to co-workers or obtaining help from them as needed. They may co-ordinate their work with others, to avoid overlapping break times. They may work with a helper during busy periods and may sometimes work alone, for example, balancing the cash after closing.
- Retail sales associates are part of a team made up of owners/head office managers, supervisors, other sales associates, suppliers and delivery and maintenance personnel. They attend regular meetings with other members of the store team to solve specific problems, deal with health and safety and employee benefit issues and to discuss loss prevention strategies.
- Retail sales associates generally work independently, co-ordinating tasks as required with associates in other departments or in other responsibility areas. They may work jointly with partners or helpers when changing merchandise in displays or when loading products in a delivery van. They sometimes provide guidance and orientation to new employees. In some stores, retail sales associates work alone. In such cases, they communicate on a regular basis with managers
- Workers in these sales and related occupations mainly work independently. They co-ordinate some activities with supervisors or managers.

Computer Use

- Use computer controlled equipment. For example, they use computer cash registers. This requires knowledge of a special keyboard
- Use industry-specific software packages. For example, they may use customized software to control tanning booths.
- They may receive e-mail from other stores and from head office.
- Use other computer applications, such as computer-controlled equipment. For example, they may use computerized cash registers and scanners.
- They may also use laser radio terminals (LRTs) to make labels, control inventory and determine which stores have specific products
- Use other computer applications. For example, grocery clerks may use computerized cash registers. Grocery clerks may respond to prompts on the computer to enter price changes for weekly specials.

Continuous Learning

- Cashiers learn about new equipment, procedures, products and services as required. A great deal of their training is provided in-house.
- Retail sales associates learn by on-the-job observation and interaction with co-workers and supervisors. They upgrade product knowledge through communication with suppliers and manufacturers and through viewing videos on product lines. They may use computer-based learning (CBL) and participate in group discussions to learn how to improve sales techniques.

- Retail sales may cross-train with personnel in other stores, sections or other product lines to obtain the big picture. They may take marketing courses or attend supplier seminars to learn more about products.
- Workers in these sales and related occupations learn on-the-job from co-workers. They may participate in training programs to learn about procedures and products

Other Information

- **Physical Aspects**
 - Great deal of standing, walking, bending.
- **Attitudes**
 - Should be customer-oriented.
 - Grocery clerks and store shelf stockers should be able to do repetitive work without becoming bored.
 - Responsible attitude when dealing with money.
- **Future Trends Affecting Essential Skills**
 - A heightened focus on computerization will affect workers in these sales and related occupations. For example, increased computerization of product-line information and systems to record transactions will lead to greater computer use among sales personnel.

What I Have Learned and Skills Practised

Name: _____ Activity: _____

Essential Skills

| <i>Essential Skills Used</i> | Reading Text | Document Use | Writing | Numeracy | Oral Communication | Thinking Skills | Working with Others | Computer Use | Continuous Learning |
|------------------------------|--------------|--------------|---------|----------|--------------------|-----------------|---------------------|--------------|---------------------|
| What I Did | | | | | | | | | |
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Safety

Safety

This unit deals with a worker's guide to health and safety in the workplace. It is a generic unit, not sector specific, but it is included in each sector binder. As the authentic material is written for the general population, it may be necessary to read aloud most of the Teaching Aids for students with the lowest literacy skills.

The activities are mostly in discussion format, although tasks related to the classroom, which are transferrable to the workplace, have been included.

Several government publications are available through the Internet to augment these materials. These websites should always be checked before using to be sure that they are up to date.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Using Internet to access a website
- Filling in a simple chart
- Locating information in lists, charts and texts using key words, skim and scan, etc.
- Making simple inferences
- Filling in blanks with appropriate words
- Reflecting on past experience and thinking about future possibilities

OBJECTIVES

Students will

- Understand the general rights and responsibilities of both employers and workers with regard to workplace safety
- Know how to ask for training in order to be safe
- Know how to refuse unsafe work
- Know about reporting accidents or injuries
- Know how to keep a workplace safe
- Know how to recognize hazards in a workplace

MATERIALS

- **Janitorial** manual: This is the sector that deals more fully with WHMIS issues because of the products used on a daily basis. There are many learning activities that could be used if the students will be going into retail settings that have a chemical component: for example, cleaning washrooms, or working in a store that sold lots of hazardous or poisonous products (hardware or nursery).
- **Ready for Work** manual: *Succeeding in the Workplace: Personal and Interpersonal Skills; Fit for the Job*; and *Form Filling* units are referenced as providing additional or supportive activities for this unit.
- Collection of articles from newspapers about workplace accidents or injuries. Collect these over time and keep in a file.
- Posters from local safety associations, WSIB, etc.

VOCABULARY

- Accidents
- Control
- Danger
- Emergency
- Equipment
- Hazard
- Immediate
- Law
- Long term
- Operating
- Orientation
- Personal
- Procedures
- Protect / Protective
- Responsibility
- Rights
- Safety
- Training
- WHMIS

RESOURCES

- www.worksmartontario.gov.on.ca This is the main site. Select “My Health and Safety at Work” and use the menu to find appropriate resources.
- www.labour.gov.on.ca/english/hs/ohsaguide/index.html This is the Ministry website for the complete Occupational Health and Safety Act, 1990. It is a very long document and not in student-friendly language; however, it is referenced here as a possible resource for specific questions you may encounter.
- www.whsc.on.ca The Workers Health and Safety Centre provides general health and safety training as well as programs and training modules specific to each industry sector
- www.ohcow.on.ca The Occupational Health Clinics for Ontario Workers provides information and diagnostic services about occupational diseases such as repetitive strain injuries, noise induced hearing loss, respiratory problems and cancer.
- www.wsib.on.ca The Workplace Safety and Insurance Board is a comprehensive resource. Search “Launching a Safe Start” and choose “Right and Responsibilities”.
- <http://www.nald.ca/library/learning/wkplace/cover.htm> Go to the chapter on WHMIS.
- www.labour.gov.on.ca search for “Protecting Yourself: Tips for Young Workers (This is printed in the Teaching Aids, but there is lots more available here.)
- Contact your local WSIB office to find brochures and use their resource personnel as guest speakers or to help you find additional job specific information or teaching aids.

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-----|-------------------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 1. | Rights and responsibilities | | | | | | | | | 2 | 1 | 1 | | * | | | | * |
| 2. | Everyone has a part to play | 1 | 1 | | | | | | | 2 | 1 | 1 | | * | | | | * |
| 3. | The employer plays a part | 1 | 1 | | | | | | | 2 | 2 | 2 | | * | | | | * |
| 4. | Hazards | 1 | 1 | | | | | | | 2 | 2 | 2 | | * | | | | * |
| 5. | Learn how to protect yourself | | | | | | | | | 2 | | | | * | | | | * |
| 6. | Personal protective equipment (PPE) | 1 | 1 | | | | | | | 2 | 1 | 1 | | * | | | | * |
| 7. | Safe operating procedures (SOPs) | 1 | 1 | | | | | | | 2 | 1 | 2 | | * | | | | * |
| 8. | Emergency procedures | 1 | 1 | | | | | | | 2 | 2 | 2 | | * | | | | * |
| 9. | Protecting yourself | 1 | 1 | | | | | | | 2 | 1 | 1 | | * | | | | * |
| 10. | Reporting injuries | 1 | 1 | | | | | | | 2 | 2 | 1 | | * | | | | * |
| D | Safety in the Workplace | 1 | 1 | 1 | | | | | | 2 | 2 | 1 | | * | 1 | | | |

LEARNING ACTIVITIES

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| <p>1. RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>My Basic Health and Safety Rights</i> |
| <p>Explain to students that whenever they start a new job, they need to know their rights and their responsibilities.</p> <p>Ask students if they understand a “right” (something they are entitled to), and a “responsibility” (something they need to do to play their part.)</p> <ul style="list-style-type: none"> • For example, they can vote after they are 18 years old (right), and they should go and vote (responsibility). • Another example: (right) they have the right to feel safe in their workplace; (responsibility) they must do their part to keep the workplace clean and safe and to treat others fairly. <p>Discuss other scenarios of rights and responsibilities with students.</p> <ul style="list-style-type: none"> • If you give new scenarios and ask students to say what they should or should not do, then the Problem Solving and Decision Making become Level 2 as the consequences of not perceiving the complete problem, or of making wrong decisions become more serious. <p>Refer to Teaching Aid: <i>My Basic Health and Safety Rights</i> from Work Smart Ontario website (see RESOURCES).</p> | |

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| <p>2. EVERYONE HAS A PART TO PLAY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <ul style="list-style-type: none"> • Materials: • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities.</i> |
| <p>Explain to students that workers have rights and responsibilities in the workplace.</p> <p>Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities</i>. Read and discuss each bullet. For example:</p> <ul style="list-style-type: none"> • They must participate in keeping the workplace healthy and safe. What might be some ways to keep a store healthy and safe? (aisles clear, etc) • They must recognize and refuse unsafe work. What might be unsafe in a store? • They must practise safe work procedures. Think of examples. • They must wear protective equipment required by the job. (steel- toed shoes might be required; hairnets in deli, etc.) • They must not do anything on the job that would endanger themselves or others.(examples) <p>**This Teaching Aid and several that follow are from the WSIB “Launching a Safe Start” resource, which is available on-line. See RESOURCES for website.</p> | |

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| <p>3. THE EMPLOYER PLAYS A PART</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities</i>. • Student Activity Sheet: <i>I Don't Feel Safe</i> |
| <p>Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities</i>.</p> <p>Find the employer's responsibilities.</p> <ul style="list-style-type: none"> • For example, the employer must make sure that safety equipment is provided and that machinery is used properly and maintained well. <ul style="list-style-type: none"> ◦ How do you think an employer might do this? ◦ Who might help him with this on the jobsite? ◦ What might happen if the employer does not fulfill his responsibilities? (example, fails to keep machinery in good working order, or does not provide training.) <p>Use Student Activity Sheet: <i>I Don't Feel Safe</i></p> | |

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| <p>4. HAZARDS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What is a Hazard?</i> • Teaching Aid: <i>Hazards</i> • Teaching Aid: <i>Hazard Control</i> |
| <p>Ask students if they understand the meaning of the word “hazard”.</p> <p>Explain that they encounter hazards every day in their lives: for example, walking across a busy street.</p> <ul style="list-style-type: none"> • Ask what they do to face that hazard. • How did they learn this? • Did someone teach them? <p>Refer to Teaching Aid: <i>What is a Hazard?</i> The instructor will need to choose examples that relate to students’ specific retail situations or plans. Do not attempt to read this Teaching Aid directly with students as it is very complex.</p> <p>Now, say that they will need to be trained to recognize and deal with hazards in the workplace. Each workplace will be different. Discuss examples and come up with more of your own.</p> <ul style="list-style-type: none"> • Some stores have constant music playing. If it is too loud, it can be a hazard to hearing. • If something is spilled on the floor, or if an aisle is blocked, this could cause a falling hazard. • Heavy products might need to be moved or lifted. There will be safety procedures to learn and follow. • Discuss the concepts of immediate and long term hazards. <ul style="list-style-type: none"> ◦ Immediate hazards must be rectified right away (such as a spill.) ◦ Long term hazards (such as uninterrupted repetitive movements,) should be reported promptly but the solution may take time. • Discuss what they should do if they recognize a hazard at work: for example, the spill in the aisle. <ul style="list-style-type: none"> ◦ Because there is an immediate danger to anyone in the area, it must be dealt with right away. ◦ Should they tell someone? ◦ Should they clean it up themselves? (No one answer) ◦ What should be done to prevent further spills? <p>Use Teaching Aids: <i>Hazards</i> and <i>Hazard Control</i> for further discussion.</p> | |

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| <p>5. LEARN HOW TO PROTECT YOURSELF</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Janitorial manual • Sample home cleaning products showing WHMIS symbols |
| <p>Ask if students have heard the term “WHMIS.”</p> <ul style="list-style-type: none"> • Tell the students the letters stand for “Workplace Hazardous Materials Information System.” • Explain that this system was designed to help workers know how to handle chemicals and other products safely. • You should show samples of hazardous industrial cleaning products as they might relate to their jobs, and draw students’ attention to labels on the product. <p>Most retail situations will not have a large focus on the WHMIS symbols and labels. However, you could introduce the idea here. Refer to the section on reading Hazardous Product Labels in the Janitorial manual. There are WHMIS websites that may also be used.</p> <p>Ask if they have seen some of these symbols on products at home.</p> <ul style="list-style-type: none"> • Show a couple of examples. • Explain that some household cleaning materials might not have a hazardous symbol displayed on the label; however, a manufacturer’s size requires a label and these should be recognized by the student. • Tell students that if a chemical has been poured from a large container to a smaller one, then the workplace is required to display the warning label on the smaller label too. | |

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| <p>6. PERSONAL PROTECTIVE EQUIPMENT (PPE)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Hazard Control</i> • Teaching Aid: <i>Learn How to Protect Yourself</i> • Janitorial manual |
| <p>Explain that if they are working with chemicals, some protective equipment might be necessary.</p> <ul style="list-style-type: none"> • For example, gloves if handling strong detergent or bleach; hairnets if handling food; closed, non-slip shoes or boots anywhere in a store; steel-toed boots if working in a lumber or tool store. <p>Again, use the Janitorial manual for further learning activities.</p> <p>Use the Teaching Aids: <i>Hazard Control</i> and <i>Learn How to Protect Yourself</i>. Read and discuss each point. Make sure students can identify the protective clothing icons.</p> | |

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| <p>7. SAFE OPERATING PROCEDURES (SOPS)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Can Do It</i> • Ready for Work manual |
| <p>Ask students what it means to operate a piece of equipment safely.</p> <p>Explain that equipment comes in all shapes and sizes: for example, a stapler is a piece of equipment; a can opener is a piece of equipment. Some equipment might require a special license for operation, such as a fork-lift.</p> <p>Explain that all equipment needs to be used safely, and workers need to be shown how to use it properly.</p> <ul style="list-style-type: none"> • Ask students what kind of equipment they might have to use in a retail store: for example, a step ladder, a cash register, a price tagger, a floor cleaning device. • What equipment might they have to use in a coffee shop: a coffee maker, an oven, a microwave, a can opener, knives. • What kind of equipment might be used in a grocery store: bakery ovens, slicer in deli, etc. • Discuss other retail settings and think of what equipment might be used. <p>Use common pieces of equipment found in the classroom or at home to demonstrate safe operation.</p> <ul style="list-style-type: none"> • First you should give “training” on how to use the equipment safely. • Then, ask students to demonstrate that they can use the equipment safely. <ul style="list-style-type: none"> ◦ For example: step ladder, coffee maker, stapler, floor mop and bucket. • Focus on their ability to use “training” that you gave. <p>Use Student Activity Sheet: <i>I Can Do It</i> as a follow up. Add items to the list, and delete ones that you did not use.</p> <p>Refer to <i>Fit for the Job</i> in Ready for Work. There is an opportunity to list pieces of equipment they have used, or know how to use, safely.</p> | |

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| <p>8. EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Health and Safety in the Classroom</i> • Ready for Work manual |
| <p>Explain that every workplace has emergency procedures and plans. Workers must get to know these emergency procedures as soon as they are hired.</p> <p>Your classroom is a workplace. The emergency procedures for the classroom will be similar to those in the workplace.</p> <p>Ask students the following. (Add more of your own.)</p> <ul style="list-style-type: none"> • Where is the fire exit? • Where is the first aid kit? • What should be in the first aid kit? (This will vary from workplace to workplace.) • What is expected of you in the classroom to keep it safe? • What is expected of you in the classroom to be respectful to others? • Do you have to wear protective clothing for any activities? For example, if you are allowed to cook in your classroom, are there oven mitts? • Use Student Activity Sheet: <i>Health and Safety in the Classroom</i>. Emphasize that all the safety procedures they are using in the classroom are transferrable to workplaces. When they start a new job, they will be given an orientation. Safety and emergency procedures should be included. If they are not, what should they do? (Ask for training. See Learning Activity 3 and Student Activity Sheet: <i>I Don't Feel Safe</i> if they have forgotten.) <p>Set up a scavenger hunt in the classroom.</p> <ul style="list-style-type: none"> • Before students arrive, make several unsafe situation: spilled water, blocked aisles, overturned chair, too many chairs in a stack, overhead projector cord running across classroom floor, garbage, etc. • Tell students to find the unsafe or unhealthy things in the classroom. • Discuss their findings. • Make sure to correct each situation before proceeding with class. <p>**Succeeding in the Workplace: Personal and Interpersonal Skills in Ready for Work contain activities about respect and harassment, which fall under personal safety.</p> | |

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| <p>9. PROTECTING YOURSELF</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Articles from newspaper about workplace accidents, health or safety • Teaching Aid: <i>Protecting Yourself</i> • Computer with Internet access |
| <p>Tell the students that an average of 42 young workers are injured or killed on the job every day in Ontario. Explain that workplace accidents can happen at any job and can cause serious injuries. That is why health and safety is so important.</p> <p>Refer to Teaching Aid: <i>Protecting Yourself</i>.</p> <ul style="list-style-type: none"> • Read “Candace’s Story” to the students. <ul style="list-style-type: none"> ◦ Discuss the students’ reactions to this situation. • Examine each section on the Teaching Aid and discuss with students. <ul style="list-style-type: none"> ◦ You will probably need to read this aloud, or you could photocopy and enlarge each section to present separately. • Make flashcards of the bolded words from the final section, “How to Protect Yourself” with the students. <ul style="list-style-type: none"> ◦ Discuss them then display them in the classroom. ◦ Encourage students to refer to these frequently. <p>Ask if students have seen commercials on TV about health and safety in the workplace. http://www.youtube.com/watch?v=u5kiz7GhJt0 and http://www.prevent-it.ca/index.php?q=vignettes-fall are WSIB videos about a safety issue in a retail location.</p> <p>Clip articles from the local paper that report on workplace accidents; keep these in a file or post on the walls to use as discussion starters.</p> <p>Contact local safety associations for posters, etc. Ask someone to come as a guest speaker from WSIB or other safety association.</p> | |

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| <p>10. REPORTING INJURIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Had an Accident</i> • Ready for Work manual |
| <p>Whenever an accident occurs, or when someone is injured, it must be reported. There will often be a form to complete.</p> <ul style="list-style-type: none"> • Who would they report to in the classroom? • Who do they think they should report to in a workplace? • How would they know who this person would be? <p>Use Student Activity Sheet: <i>I Had an Accident</i>.</p> <ul style="list-style-type: none"> • Role play some possible scenarios for how to report an accident. • The student should say who should be told, and should practise telling it. • Improvise questions to ask the injured person. • What does the student think should happen next? <p>There is a sample Accident Reporting form as the demonstration activity for <i>Form Filling</i> in the Ready for Work manual.</p> | |



Ministry of
Labour

www.WorkSmartOntario.gov.on.ca

My basic health & safety rights

The Occupational Health and Safety Act gives every worker important rights.

What are some of my basic rights?

1. **The right to know.** You have the right to know the hazards in your job. Your employer or supervisor must tell you about anything in your job that can hurt you. Your employer must make sure you are provided with the information you need so that you can work safely.

[Want to know more about hazards?](#)

2. **The right to participate.** You have the right to take part in keeping your workplace healthy and safe. Depending on the size of the company, you can be part of the Health and Safety Committee or be a Health and Safety Representative. You also have the right to participate in training and information sessions to help you do your job safely.

[Want to know more about Health and Safety Committees?](#)

3. **The right to refuse unsafe work.** If you believe your job is likely to endanger you, you have an obligation to report the unsafe situation to management. If the situation is not corrected and you feel your health and safety is still in danger, you have the right under the OHS Act to refuse to perform the work without reprisal.

[Want to know more about refusing unsafe work?](#)



This site maintained by the Government of Ontario, Canada

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The Law

Federally regulated workplaces include:

- post office
- airlines
- airports
- inter-provincial transportation
- telephone
- banks

There are two sets of laws and regulations for health and safety in Ontario:

- *Canada Labour Code (CLC), Part II* for workplaces under federal jurisdiction
- *The Occupational Health and Safety Act (OHSA)* for workplaces under provincial jurisdiction

These laws and regulations outline the rights, roles and responsibilities of workers, supervisors, employers and other workplace parties.

Most workplaces in Ontario are provincially regulated. Examples of workplaces under federal jurisdiction are listed at the side.

If you are not sure if your workplace is under provincial or federal jurisdiction, contact the Ministry of Labour office or Human Resource and Skills Development Canada. See who to contact on page 12 for more information.

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingASafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingASafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Rights and Responsibilities

Worker rights

You have the right to

- Know about hazards in your workplace
- Participate in keeping the workplace healthy and safe
- Refuse unsafe work

Worker responsibilities

- Always practice safe work procedures
- Report unsafe conditions as quickly as possible to your supervisor or employer
- Properly wear any protective equipment the job requires
- Do not do anything on the job that will endanger yourself or others

Employers must

- Take every reasonable precaution to protect a worker's health and safety
- Make sure necessary safety equipment is provided, used properly and maintained
- Inform workers and supervisors of any hazards and how to handle them
- Ensure that safe procedures are followed in the workplace
- Provide information, instruction and competent supervision to protect the health and safety of workers

Supervisors must

- Take every reasonable precaution to protect a worker's health and safety
- Inform workers of job hazards and ensure they are trained to do their jobs safely
- Ensure that workers work safely and use the equipment and protective devices properly where required

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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www.WorkSmartOntario.gov.on.ca

What is a hazard?

A hazard is generally anything that can hurt you or make you ill.

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What's the difference between hazards at work and in everyday life?

You deal with hazards in your life every day walking across busy streets, driving and playing sports. Generally, you don't worry too much about these situations. Why? Because you've learned from an early age how to deal with everyday hazards.

You've learned from your own experiences, and you've been trained by parents, teachers and coaches. Municipalities install traffic lights and pedestrian crossings, car manufacturers install safety equipment. You might have taken driver's training and you probably wear protective gear playing sports.

But you haven't been trained how to recognize, assess and control hazards found in the workplace. That's one of the reasons why young workers are so likely to be injured at work.

You need to do some quick studying about workplace hazards so you're as comfortable with spotting hazards and dealing with them at work as you are at home, in the car and on the street.

How can I recognize hazards at work?

The first step to protecting yourself is being able to recognize hazards in the work you're assigned and in the conditions you're working in. There are four main types of hazards:

Physical hazards are the most common and will be present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.

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What is a Hazard, pg 2.

They are typically easiest to spot but, sadly, too often overlooked because of familiarity (there are always cords running across the aisles), lack of knowledge (they aren't seen as hazards), resistance to spending time or money to make necessary improvements or simply delays in making changes to remove the hazards (waiting until tomorrow or a time when "we're not so busy").

None of these are acceptable reasons for workers to be exposed to physical hazards.

Examples of physical hazards include:

- electrical hazards: frayed cords, missing ground pins, improper wiring
- unguarded machinery and moving machinery parts: guards removed or moving parts that a worker can accidentally touch
- constant loud noise
- high exposure to sunlight/ultraviolet rays, heat or cold
- working from heights, including ladders, scaffolds, roofs, or any raised work area
- working with mobile equipment such as fork lifts (operation of fork lifts and similar mobile equipment in the workplace requires significant additional training and experience)
- spills on floors or tripping hazards, such as blocked aisle or cords running across the floor.

Biological hazards come from working with animals, people or infectious plant materials. Work in day care, hospitals, hotel laundry and room cleaning, laboratories, veterinary offices and nursing homes may expose you to biological hazards.

The types of things you may be exposed to include:

- blood or other body fluids
- fungi
- bacteria and viruses
- plants
- insect bites
- animal and bird droppings.

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What is a Hazard, pg 3.

Ergonomic hazards occur when the type of work, body position and working conditions put strain on your body. They are the hardest to spot since you don't always immediately notice the strain on your body or the harm these hazards pose. Short-term exposure may result in "sore muscles" the next day or in the days following exposure, but long term exposure can result in serious long-term injuries.

Ergonomic hazards include:

- poor lighting
- improperly adjusted workstations and chairs
- frequent lifting
- poor posture
- awkward movements, especially if they are repetitive
- repeating the same movements over and over
- having to use too much force, especially if you have to do it frequently.

Chemical hazards are present when a worker is exposed to any chemical preparation in the workplace in any form (solid, liquid or gas). Some are safer than others, but to some workers who are more sensitive to chemicals, even common solutions can cause illness, skin irritation or breathing problems.

Beware of:

- liquids like cleaning products, paints, acids, solvents especially chemicals in an unlabelled container (warning sign!)
- vapours and fumes, for instance those that come from welding or exposure to solvents
- gases like acetylene, propane, carbon monoxide and helium
- flammable materials like gasoline, solvents and explosive chemicals.

The Workplace Hazardous Materials Information System (WHMIS) is designed to make sure you have the information you need to evaluate any hazards and take action to protect yourself.

Looking for more information on [WHMIS?](#)

www.WorkSmartOntario.gov.on.ca

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What is a Hazard, pg 4.

What if I recognize a hazard at work?



Some hazards, such as unguarded machinery, pose immediate dangers: a worker could lose a finger or arm. Other types of hazards, such as ergonomic hazards can injure a worker over a long period of time, but the full extent of the damage (such as chronic strain or a muscle impairment) may not show up until after several months or years of exposure to the hazard.

Both types of hazards need to be fixed. Some require immediate attention because exposure to them can cause injury to you and fellow workers NOW. They can be quickly fixed by cleaning up the floor, putting a guard back on or installing a guardrail, for instance. Hazards that can hurt you in the long term also need to be identified and reported promptly. Interim solutions should be sought right away, such as rotating tasks with other workers, but permanent elimination of the hazard may take a little more time to achieve.

Once you've recognized a hazard, assessing its potential to cause injury and the extent of the hazard is a necessary step in determining how the hazard can be addressed.



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Hazards

What should you do?

Be sure to receive training specific to the equipment, materials and work processes in your workplace.

Ask questions about the potential hazards in your job and the hazards in the workplace around you.

Always be on the lookout for hazards. Report hazards to your supervisor as soon as you identify them.

A workplace hazard is any condition, practice, behaviour, or a combination of these that can cause injury or illness to a person or damage to property. Here are some examples.



Safety hazards

- Poor housekeeping
- Machine belts and pulleys, sharp blades, and moving parts
- Energy hazards: electricity, hydraulics, steam, heat, or gravity
- Material handling using conveyors, lift trucks, tow motors and manual lifting
- Inappropriate or unsafe work practices



Machinery is guarded with a metal cage to protect the worker.



A lockout device is used to ensure that no one can start a machine while a worker is cleaning, repairing or maintaining it.

Health hazards

- Excessive noise
- Radiation
- Biological agents such as infectious diseases
- Ergonomic problems such as repetitive motion, force or awkward body positions
- Chemicals



Hazard Control

What should you do?

Be aware of hazards that can result in injury or death.

- ✓ slips and falls
- ✓ electrical hazards
- ✓ machinery
- ✓ confined space
- ✓ moving vehicles
- ✓ hazardous chemicals
- ✓ over-exertion
- ✓ falling objects
- ✓ burns
- ✓ workplace violence
- ✓ explosions and fires
- ✓ collapsing platforms or equipment

Hazards should be eliminated or at least controlled to minimize exposure to risk. Here are a variety of ways to control hazards.

- Substitution with a less hazardous material, process or equipment
- Re-engineering equipment or a work process
- Installing physical barriers like machine guarding
- Personal protective equipment (PPE)
- Ventilation



Worker wearing personal protective equipment



Worker in control room isolated from sound and other hazards

Personal protective equipment may be necessary in some environments.



boots



gloves



hardhat



eyegoggles



earmuffs



earplugs

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Learn how to protect yourself

WHMIS

WHMIS is the Workplace Hazardous Materials Information System. This system was designed to make sure that workers across Canada know how to safely handle chemicals. It is also the law. Everyone in the workplace must receive WHMIS training that relates to the workplace, including you.

WHMIS has three parts;

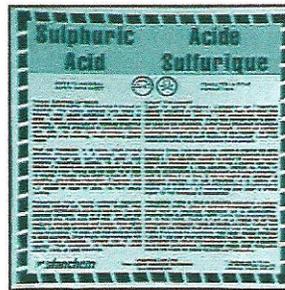
- Warning labels
- Material Safety Data Sheets (MSDS)
- Worker Training

Personal protective equipment (PPE)

You are responsible for properly wearing any special protective equipment that your job requires. Using it will help protect you from injury and illness. Be sure it fits right and meets approved standards.

Here are some examples.

- Hard hats to protect your head
- Hair nets to keep your hair from becoming caught in machine parts
- Non-slip safety boots – look for CSA approval
- Gloves to protect your hands
- Hearing protection to block out dangerous levels of noise
- Safety glasses or goggles to protect your eyes



WARNING LABEL

What should you do?

Be sure to receive WHMIS training.

Check warning labels and ask to see the MSDS before you start handling substances.

Read and follow the guidelines for use.

What should you do?

Ask if there is any protective equipment that you should be wearing when doing your job. If there is, learn how to wear it properly.



Ministry of
Labour

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About the Ministry News Releases Employment Standards Health and Safety Labour Relations

Location: Ministry of Labour > Health and Safety > Publications >

Protecting Yourself

Tips for --Young Workers

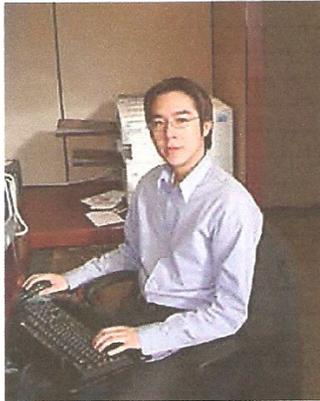
Health and Safety Tip Sheets

Issued: June 2004

Print version [118 kb / 2 pages | Get Adobe Acrobat® Reader]

To print this PDF, select Print from the Adobe Reader toolbar. In the Print dialog box, select 'Advanced' and ensure that 'Print as image' is checked. Click OK to close the Advanced dialog box and OK in the Print dialog box.

Other ways to get copies of this Guideline



By law, you have basic rights, including:

1. **The Right to Know** about what hazards there are in your workplace and to know what to do to prevent injuries from them.
2. **The Right to Participate** in health and safety activities in your workplace without fear of discipline.
3. **The Right to Refuse** work that you reasonably believe can be dangerous to yourself or others.

However, you also have responsibilities including:

1. **Work Safely:** use all

Don't say it'll never happen

An average of 42 young workers are injured or killed on the job every day in Ontario. Workplace accidents can happen at any job and can cause serious injuries. Just read Candace's story.

Candace's Story

Safety wasn't the first thing on Candace Carnahan's mind when she began a summer job in a paper mill. Tragically, however, in a near fatal episode her foot became caught in a conveyor belt, dragging her helplessly until the machine could be stopped. The catastrophe left her with an amputated leg. It almost claimed her life. Proper safety practices could have prevented this and countless other tragedies, which affect thousands of young workers every year.

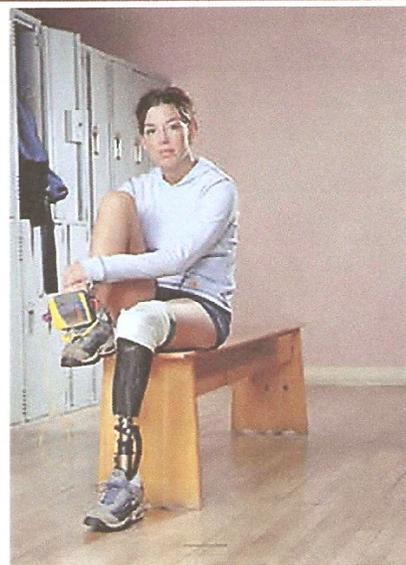


Photo compliments of
Passport to Safety
Test your safety
knowledge at
www.passporttosafety.com

www.WorkSmartOntario.gov.on.ca

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- machinery and equipment the way you were trained to.
2. **Report Hazards:** if you know that Ontario's health and safety laws are not being followed, you must report the circumstances to your supervisor or employer as soon as possible.
 3. **Use or Wear Protective Devices:** don't remove a guard or device designed to protect you. Wear your safety gear--it's the law.



Protect yourself. Know your rights and responsibilities.

For more information for young workers go to www.youngworker.ca or www.WorkSmartOntario.gov.on.ca

If you need help with a concern about safety in your workplace, call the local office of the Ontario Ministry of Labour (listed in the blue pages of your phone book) or 1-800-268-8013.

You go to driving school to become a safer, smarter driver, so why not get the same advantage in the workplace? A \$9.00 lifetime Passport to Safety membership provides a standardized safety test, a nationally recognized safety transcript for you to attach to your résumé, and 24/7 access to workplace safety resources. Find out more about it at: www.passporttosafety.com

Produced by the Ontario Ministry of Labour, June 2004

The Ontario Ministry of Labour does

Questions we often ask ourselves about our jobs:

- How do I look?
- What will my co-workers think about me?
- Will I be able to keep the job?
- How much money will I make?

However, we need to consider other issues:

- Will I be trained enough in order to do my job safely?
- Am I able to recognize possible hazards?
- Do I know my rights and responsibilities?
- Could an accident disfigure me or cost me my life?

Some signs that a workplace may be unsafe . . .

- Other employees are getting injured on the job
- You work without direct supervision
- You have not been trained properly
- Equipment is unguarded or broken
- Chemical containers aren't labelled
- Shortcuts are used to save time
- Poor housekeeping and maintenance, e.g. floors are slippery and electrical cords are frayed

How to protect yourself . . .

- **Learn** to do the job safely. Are you in any danger?
- **Think** the job through. Know what to do when there's an injury or emergency situation.
- **Ask, Ask, Ask**--There are no stupid questions.
- **Get help**, especially if you have to lift something heavy.
- **Wear the gear**--Find out what to wear to protect yourself, how to wear it and how to maintain it.
- **Inform** your supervisor if you see anything unsafe that may hurt you or someone else.
- **Report injuries**--If you get hurt, it's your job to tell your supervisor.
- Talk to your family about your job. Sometimes they know something you don't know!

| Minimum Age Requirements for Working in Ontario | |
|---|--|
| 14 years old | Establishments such as offices, stores, arenas, restaurant serving areas. |
| 15 years old | Factories (other than logging operations), restaurant kitchens and warehouses. |
| 16 years old | Construction, surface mine (except the working face); logging operations; mining plants. |
| 18 years old | Underground mining or a working face of a surface mine; window cleaning. |

not assume and is not responsible for any liability whatsoever for any use of this material. To determine rights and obligations under the laws regulating workplace health and safety, the reader is directed to the provisions of the OHSA and the regulations made under that statute.

If you think your job is unsafe, do something about it.



Protecting our most valuable resource

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I Don't Feel Safe

Read each situation, or listen to your instructor read it. Role play what you would do with another student or with your instructor as the supervisor.

SITUATION 1

The guard has fallen off the meat slicer in the deli section where you work. You have been told to keep cutting the meat because there is a big order waiting and the repair would take too long. You do not feel safe.

SITUATION 2

There is a new hoist for raising heavy boxes to a higher shelf. You have never used one before. You have been told to stack the boxes using this equipment. You do not feel safe.

SITUATION 3

You are told to unload materials from a truck into a cold room. Only one other person will be working with you inside the cold room. This person has frequently made rude or inappropriate comments to you and tried to grab you. You do not feel safe.

I Can Do It

For each example, check if you received training, and check when you can do it.

| I can | Took the training | Did it |
|-----------------------------|--------------------------|---------------|
| Use a can opener | | |
| Use a coffee maker | | |
| Mop up a spill on the floor | | |
| Move a ladder safely | | |
| Climb a ladder safely | | |
| Lift a heavy box safely | | |
| Use a stapler safely | | |
| Refill a stapler safely | | |
| | | |
| | | |
| | | |

Health and Safety in the Classroom

Complete the checklist. Anything that you answer “No”, you need to ask about. Then go back and answer “Yes”.

| I know | Yes | No |
|---|------------|-----------|
| Where the fire exit is | | |
| Where the first aid kit is | | |
| What protective equipment I need to wear or use | | |
| How to treat others with respect | | |
| How to ask questions | | |
| Who to go to if I have a problem | | |
| How to keep the classroom clean and safe | | |
| Why safety is important | | |
| | | |
| | | |

I Had an Accident

Read each situation. Who should you tell? Role play with another student or with your instructor. That person will ask questions about the accident and you must answer.

Situation 1

You slipped on the snow that had melted just inside the doors. When you fell, you landed on your hands and knees. You are a bit wet and shaken up, but not really hurt.

Situation 2

You dropped a heavy can of paint on your foot. It hurts a lot, and it is beginning to swell.

Situation 3

You cut your hand on a piece of metal that was sticking out on the shelf.

Situation 4

You were putting some boxes on the shelf. They are very smelly, and now you are sneezing, your eyes are stinging, and you are short of breath.

DEMONSTRATION INSTRUCTOR PAGE

Safety in the Workplace

ESSENTIAL SKILLS

- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Oral Communication 2**
 - **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1
-

DEMO DESCRIPTION

The student will identify hazards in a variety of pictured workplaces. These will be discussed orally. The student will also identify training requirements in a workplace..

INSTRUCTOR NOTES

- Photocopy and use Tasks 1 & 2.
- Task 1 is oral. The student should be able to identify the right and wrong way to work in several situations.
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks to the Essential Skills.

With student

- Read tasks aloud if necessary
-

ACHIEVEMENT INDICATORS

- Located and categorized hazards
 - Discussed safety issues in a variety of workplaces and work situations
 - Identified equipment requiring training, both shown and not shown
 - Made simple inferences
 - Assessed own performance
-

Safety in the Workplace

TASK 1: Spot the Hazards

Look at the pictures. Discuss each picture with your instructor.

- Tell what the hazard is, or what the person is doing safely.
- What safety issues might there be in this workplace?
- Is training needed?



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 2: Happy at Work

Look at the picture of the woman at the computer.

She has had to learn several pieces of equipment shown in the picture.

List the equipment shown she would have had to learn to use safely.

-
-

She works in an office.

What other pieces of equipment might she need to use (not shown in picture.)

-
-
-

Safety in the Workplace

TASK 2: Happy at Work, cont.



Safety in the Workplace

TASK 2: Happy at Work, cont.

- What pieces of office equipment must Patsy be trained on?
- How is this office prepared for worker comfort and health during hot weather?



DEMONSTRATION ASSESSMENT

Safety in the Workplace

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

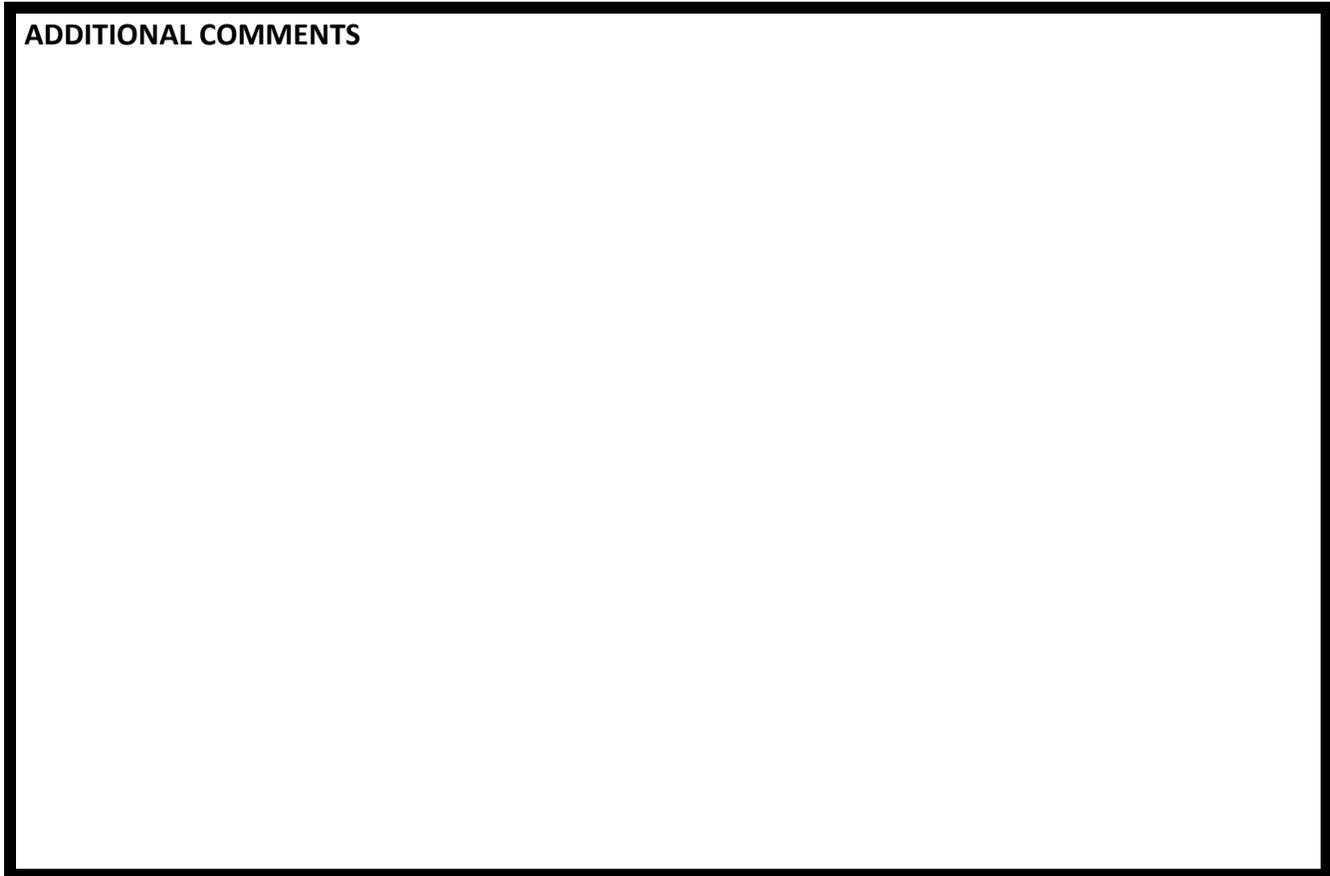
Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

| | BEGINNING | DEVELOPING | ACCOMPLISHED |
|--|------------------|-------------------|---------------------|
| • Located and categorized hazards | | | |
| • Discussed safety issues in a variety of workplaces and work situations | | | |
| • Identified equipment requiring training, both shown and not shown | | | |
| • Made simple inferences | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS



Counting

Money

Counting Money

This unit will offer students a variety of strategies for counting dollars and cents, so that they could

- give customers the correct amount of change,
- check a float amount,
- count money received for an individual sale or gross proceeds at the end of the shift in a retail setting
- count both number of coins and bills (for rolling or for deposit slips), and also value of coins and bills.

The teaching has been organized in a less traditional fashion. Since our money system revolves around the dollar and the cent, we have started with the loonies (one dollar) and worked up to twenty dollars. Then we have gone back to the other unit, the cent, and shown how the dollar is divided into different cent units (quarter, dime and nickel). This should be more motivating for students, since counting dollars is more important for them.

Because this is such a large unit (70 learning activities), it has been subdivided, allowing for demonstrations at the end of each section, as well as a final demonstration at the end. Not all students will need all activities. However, the activities are sequential, with learning in one being built upon in subsequent activities.

When at all possible, real money should be used, certainly for the initial examination of a denomination. However, this is not practical for larger quantities of bills or coins. Excellent classroom sets of Canadian currency are available (see websites), or samples in the manuals could be copied and used.

PRE-REQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

Pre-requisite Skills

- Reads and writes numerals to 100
- Counts by 1's, 2's, 5's and 10's to 100
- Counts using multiples of 2, 5 or 10 as starting points
- Understands place value for tens and ones
- Understands the concept of addition
- Recalls addition facts to 10
- Understands the concepts of same, more and less
- Uses a keyboard – on a computer or calculator

Might be taught separately

- Addition, subtraction, multiplication
- Simple decimals
- Simple fractions
- Keyboarding numbers

OBJECTIVES

Students will

- Identify and understand the value of all coins and bills up to \$20.
- Read and write money amounts using both forms of notation.
- Understand the relationship between coins and bills and create equivalent sets of coins or bills up to \$20.
- Count and record a collection of coins and bills.
- Count out a given amount up to \$100.

MATERIALS

- Sample of each denomination: \$20, \$10, \$5, toonie, loonie, quarter, dime, nickel, penny (Try to find some that are “commemorative” coins)
- “classroom money” : at least 100 each of pennies, nickels, dimes, quarters; 50 of loonies and toonies; 10 of each bill
- cash register (if possible) or computer and calculator
- colouring pencils for bills and coins (include silver, gold and copper)

VOCABULARY

- | | |
|-----------------|---------------|
| • Canada | • Loonie |
| • Cash register | • Nickel |
| • Cashier | • Penny |
| • Cent | • Quarter |
| • Deposit slip | • Tally sheet |
| • Dime | • Toonie |
| • Dollar | |

RESOURCES

Websites

Try a Google search for Canadian classroom money: These are two sites that have lots to offer.

- www.marblesoft.com/software/elseries/money
- http://catalog.teachersplaygroundonline.com/math-canadian-money-c-1999_240000_240028_240036.html

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | | |
|-------------------|------------------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|---|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL | |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | | |
| EXPERIENCE COUNTS | | | | | | | | | | | | | | | | | | | |
| 1. | Discuss importance of money skills | | | | | | | | | 2 | 1 | | | | * | | | | * |
| 2. | Discuss experience | | | | | | | | | 2 | 1 | 1 | | | * | | | | |
| D | How Much Do I Have | 1 | 1 | 1 | 1 | 1 | 1 | | | | 1 | 1 | | | * | | * | | |
| DOLLAR-MANIA | | | | | | | | | | | | | | | | | | | |
| 3. | Loonie identification | | 1 | | | | | | | 1 | 1 | | | | * | 1 | | | * |
| 4. | Value of \$1 | | | | | | | | 1 | 1 | 1 | | | | * | | | | * |
| 5. | Selecting loonies | 1 | 1 | | | | | 1 | | | | 1 | | | | | | | * |
| 6. | Writing dollar amounts | | 1 | 1 | 1 | | | | | 1 | | | | | | | | | * |
| 7. | Counting / writing dollar amounts | | 1 | 1 | 1 | | 1 | | | 1 | | | | | * | | | 1 | * |
| 8. | Toonie identification | | 1 | | | | | 1 | 1 | 1 | 1 | 1 | 1 | | * | 1 | | | * |
| 9. | Toonie recognition | | 1 | | | | | | | 1 | 1 | | | | * | | | | * |
| 10. | Counting toonies | | | | 1 | | 1 | | | 1 | 1 | | | | * | | | | * |
| 11. | Counting loonies and toonies | | | | 1 | | | | | 1 | 1 | 1 | | | * | | * | | * |
| 12. | Counting by 2s and by 1s. | | | | | | | | | 1 | 1 | | | | * | | | | * |
| 13. | More counting loonies and toonies | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 1 | 2 | * | | | | * |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|---------------|---|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 14. | Counting loonies and toonies | 1 | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 2 | * | | | | * |
| D | Dollar Mania | 1 | 1 | 1 | 1 | 1 | 1 | | | | 1 | 1 | 2 | * | | | 1 | |
| GIVE ME FIVE! | | | | | | | | | | | | | | | | | | |
| 15. | \$5 identification | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 16. | Menu | 1 | 1 | | 1 | | | 1 | | 1 | 1 | 1 | | | 1 | | | * |
| 17. | Counting \$5s | | 1 | 1 | 1 | | | 1 | | 1 | 1 | 1 | | * | | | 1 | * |
| 18. | Counting \$5s and loonies | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 1 | * | | | | * |
| 19. | Counting \$5s, toonies and loonies | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 2 | * | | | | * |
| 20. | More counting \$5s, toonies and loonies | 1 | 1 | 1 | 1 | | | | | | 1 | 1 | 2 | * | | | | * |
| D | Give Me Five! | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 2 | * | 1 | * | 1 | |
| THE BIG BUCKS | | | | | | | | | | | | | | | | | | |
| 21. | Identify \$10 | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 22. | Substituting loonies, \$5s and \$10s | | | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | | | | * |
| 23. | Value of \$10 | | 1 | | | | | | 1 | 1 | 1 | 1 | | * | 1 | | | * |
| 24. | Counting \$10s | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | | * | | | | * |
| 25. | Counting \$5s and \$10s | | | | 1 | | 1 | | | 1 | 1 | 1 | 2 | * | | | | * |
| 26. | Using \$10s and \$5s | | | | 1 | | 1 | | | 1 | 1 | 1 | 2 | * | | | | * |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|--------------------|---|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 27. | Counting by 5s and 10s | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 1 | * | | | | * |
| 28. | Counting by 10s, 2s and 1s | 1 | 1 | 1 | 1 | | | | | 1 | 1 | 1 | 1 | * | | | | * |
| 29. | Grouping, counting, adding (deposit slip) | | 1 | 1 | 1 | 1 | | | | 1 | 1 | 1 | 2 | * | | | | * |
| 30. | \$20 | | 1 | | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | * | 1 | | | * |
| 31. | Ordering dollar bills and coins | | | | | | | 1 | | 1 | 1 | 1 | | * | | | | * |
| 32. | Store | | 1 | | 1 | | 1 | | | 1 | 1 | 1 | | * | | * | | * |
| 33. | Role playing customer / cashier | | | | 1 | | 1 | | | 1 | 1 | 1 | | * | | * | | * |
| 34. | Money game | | | | 1 | | 1 | | | 1 | 2 | 1 | | * | | * | | * |
| D | The Big Bucks | 1 | 1 | 1 | 1 | 1 | 1 | | | | 1 | 1 | 1 | * | | * | 1 | |
| EVERY PENNY COUNTS | | | | | | | | | | | | | | | | | | |
| 35. | Identifying cents / pennies | | 1 | | | | | | | 1 | 1 | | | | 1 | | | * |
| 36. | Value of cent | | | | | | | 1 | | 1 | | | | * | | | | * |
| 37. | Writing cents | | 1 | 1 | 1 | | | | | 1 | 1 | 1 | | * | | | 1 | * |
| 38. | Comparing cents and dollars | | | | | | | 1 | | 1 | | 1 | | * | | | | * |
| 39. | Counting pennies | 1 | 1 | 1 | 1 | | | | | | 1 | 1 | | * | | | | * |
| 40. | Writing \$1.01 | | | | | | | | | 1 | | | | | | | | * |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-------------------|---|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 41. | Rolling pennies | | 1 | | 1 | | 1 | | | 1 | 1 | 1 | | * | | | | * |
| D | Every Penny Counts | 1 | 1 | 1 | 1 | | 1 | 1 | | | 1 | 1 | 2 | * | | | | |
| QUARTERS | | | | | | | | | | | | | | | | | | |
| 42. | Reason for other coins | | | | | | | | | 1 | 2 | 1 | | | | | | * |
| 43. | Quarter | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | | | | * |
| 44. | Identify quarter | | 1 | | 1 | | | | 1 | 1 | 1 | | | * | 1 | | | |
| 45. | Find the quarters | 1 | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 46. | Counting by 25 | | 1 | 1 | 1 | | | | | 1 | 1 | | | * | | | | * |
| 47. | Counting quarters and pennies | 1 | 1 | 1 | 1 | | | 1 | | 1 | 1 | 1 | | * | | | 1 | * |
| 48. | Grouping quarters for dollars | 1 | 1 | 1 | 1 | | 1 | | | 1 | | | 1 | * | | | | * |
| 49. | Counting quarters to value incomplete dollars | 1 | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | | * | | | | * |
| 50. | Counting and rolling quarters | | 1 | | 1 | | 1 | | | 1 | 1 | 1 | | * | 1 | | | * |
| D | Quarters | 1 | 1 | | 1 | 1 | 1 | | | | 1 | 1 | 2 | * | 1 | | 1 | |
| NICKELS AND DIMES | | | | | | | | | | | | | | | | | | |
| 51. | Dimes and nickels | | 1 | | 1 | | | | | 1 | 1 | 1 | 1 | * | | | | * |
| 52. | Dime: identify and value | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | 1 | | | * |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-------------------------|----------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 53. | Counting coins | | 1 | 1 | 1 | | 1 | | | 1 | 1 | 1 | 1 | * | | | 1 | * |
| 54. | Counting by 10's | | 1 | 1 | | | | | | 1 | 1 | 1 | | * | | | | * |
| 55. | Identify and value nickel | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 56. | Counting nickels | | | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 2 | * | | | | * |
| 57. | Quarter = 2 dimes 1 nickel | | 1 | | 1 | | 1 | 1 | | 1 | 2 | 1 | 1 | * | | | | * |
| 58. | Counting coins again | | | | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | * | | | | * |
| 59. | Group and tally | 1 | 1 | 1 | 1 | | 1 | 1 | | | 1 | 1 | 1 | * | | | | * |
| 60. | Count it out | 1 | 1 | | 1 | | 1 | 1 | | | 2 | 1 | 1 | * | | | | * |
| 61. | Not enough | 1 | 1 | 1 | 1 | | 1 | 1 | | | 1 | 1 | 1 | * | | * | | * |
| 62. | Rolling nickels and dimes | | 1 | | 1 | | 1 | | | 1 | 1 | 1 | 2 | * | | | | * |
| D | Nickels and Dimes | 1 | 1 | 1 | 1 | | 1 | 1 | | | 1 | 1 | 2 | * | | | | |
| PUTTING IT ALL TOGETHER | | | | | | | | | | | | | | | | | | |
| 63. | Ordering coins | 1 | 1 | | | | | 1 | | 1 | 1 | 1 | 2 | * | | | | * |
| 64. | Matching game | | 1 | | 1 | | | 1 | | 1 | 2 | 1 | 2 | * | | | | * |
| 65. | More money games | | 1 | 1 | 1 | | 1 | 1 | | 2 | 2 | 1 | 2 | * | | | 1 | * |
| 66. | Counting money | | 1 | 1 | 1 | | | 1 | | 1 | 2 | 1 | 1 | * | | | 1 | * |
| 67. | Cash box | | 1 | 1 | 1 | 1 | 1 | | | 1 | 2 | 1 | 2 | * | | | | * |
| 68. | Store: dollars and cents | | 1 | | 1 | | 1 | | | 1 | 1 | 1 | 1 | * | | * | 1 | * |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-----|------------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 69. | Making change: strategy 1 | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | * | | | | * |
| 70. | Making change: strategy 2 | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | * | | | | * |
| 71. | Making change | | 1 | | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | * | | | | * |
| D | Counting the Cash | 1 | 1 | 1 | 1 | 1 | 1 | | | | 1 | 1 | 2 | * | | | 1 | |

COUNTING MONEY: EXPERIENCE COUNTS

This section explores the student’s prior experience with handling money.

After oral discussion, if the instructor feels the student probably is able to count money and to make change, the Demonstration Tasks (pages 15 - 20) *How Much Do I Have* should be done. This can act as an initial assessment. If the student is successful, then the rest of the Counting Money unit need not be done.

If the instructor feels that the student needs instruction in this area, then the other sections may be used.

LEARNING ACTIVITIES

| | |
|---|-------------------------------|
| <p>1. IMPORTANCE OF MONEY SKILLS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>Discuss with students the importance of being able to count money in their everyday lives</p> <ul style="list-style-type: none"> • Checking change so they are not cheated; • Knowing how much money they have to spend so as not to overspend; • Handing clerk an appropriate amount ; • Counting out exact amounts for bus fares, pay phones that require exact change; etc. <p>Ask students to think of problems that might be encountered if they could not do these tasks themselves.</p> | |

| | |
|---|------------------------|
| 2. EXPERIENCE WITH MONEY <ul style="list-style-type: none">• Oral Communication 2• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning | Materials: None |
| <p>Talk with students about their experience handling money and the amounts they would usually have for spending money.</p> <p>Discuss their feelings of confidence or lack of confidence around money.</p> <p>Ask what creates the biggest difficulties for them. (Have them try to identify the actual problem and possible solutions.)</p> | |

DEMONSTRATION INSTRUCTOR PAGE

How Much Do I Have?

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Working With Others**
- **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

Students will sort a collection of bills and coins (ranging from pennies to \$20). They will use a tally sheet to record their results (both how many and how much) and will also complete a bank deposit slip for some of the money.

Students will make up a given value of money using a variety of bills and coins.

INSTRUCTOR NOTES

- Provide money (real or good quality substitute) of variety of denominations
 - Task 1: Savings: 2 X \$5, 2 X \$1, 1 X .25, 1 X .05, 4 X .01
Earnings: 2 X \$20, 1 X \$10, 2 X \$5, 3 X .10, 3 X .01;
 - Task 3: 1 X \$20, 1 X \$10, 2 X \$5, 4 X \$2, 1 X \$1
- Photocopy tally sheet and bank deposit slip
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Review vocabulary
 - Teach how to use a tally sheet
 - Teach how to fill in a deposit slip (Since the form filling is not the key component of the task, but rather counting money, you may need to actually teach these two forms.)
-

ACHIEVEMENT INDICATORS

- Recognized and counted various denominations of money
 - Completed a tally sheet of cash on hand
 - Totaled money
 - Completed a bank deposit sheet
 - Made change
 - Assessed own performance
-

How Much Do I Have?

TASK 1

Sean is counting the money he has saved and the money he has earned this week.

1. First he sorts the money into piles.
2. Then he counts how many he has of each type of money

| | Savings | Earnings | Total |
|----------|---------|----------|-------|
| \$20 | | | |
| \$10 | | | |
| \$5 | | | |
| Toonies | | | |
| Loonies | | | |
| Quarters | | | |
| Dimes | | | |
| Nickels | | | |
| Cents | | | |

How Much Do I Have?

TASK 2

Sean wants to know how much money he has.

1. He uses the tally sheet to help him total his cash.

For example, if he had 3 - \$20s:

$$\underline{3} \times \$20 = \$\underline{60} \text{ (counting by 20s)}$$

2. Write the totals for each type of money.

3. Total the cash. _____

How Much Do I Have

TASK 3

Sean decides to deposit \$50 in his bank account. (# 451467)

1. He completes a deposit slip for the cash he will deposit.
2. He fills in the amount of the total deposit.

| | |
|--------------------------------|---------|
| For deposit to account # _____ | |
| _____ X \$20 | = _____ |
| _____ X \$10 | = _____ |
| _____ X \$5 | = _____ |
| _____ X \$2 | = _____ |
| _____ X \$1 | = _____ |
| Total other coins | = _____ |
| | |
| Total deposit | = _____ |

How Much Do I Have?

TASK 4

Sean decides to treat himself to a meal out.

He goes to his favorite restaurant for lunch.

This is what he bought:

| | |
|-------------------------|--------|
| Grilled cheese sandwich | \$3.25 |
| Fries | \$1.75 |
| Pop | \$1.35 |
| Total | \$6.35 |

Choose a partner to be the cashier.

1. Count out the exact amount owing.

This time you are the cashier.

Sean gives you \$10. How much change should you give him back? Count out the change to your partner.

DEMONSTRATION ASSESSMENT

How Much Do I Have

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Oral Communication 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory
 - **Working With Others**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| • Recognized and counted various denominations of money | | | |
| • Completed a tally sheet of cash on hand | | | |
| • Totaled money | | | |
| • Completed a bank deposit slip | | | |
| • Made change | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

COUNTING MONEY: DOLLAR-MANIA

This section focuses on the loonie and the toonie. Students will examine the coins and learn how to recognize each. They will discuss the value of \$1 and \$2, what can be bought for this amount. They will learn to count sums of money using only these two coins. Since a cash register is used in the retail setting, students will be using the keyboard, an adding machine or a calculator to practise entering amounts on a machine.

It is best to use real coins for the activities, but if these are not available, good quality “classroom money” can be used.

LEARNING ACTIVITIES

| | |
|---|--|
| <p>3. LOONIE IDENTIFICATION</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • A loonie • Prepared vocabulary cards • Teaching Aid : <i>Loonie</i> |
| <p>Show students a "loonie" and ask them to identify the coin.</p> <ul style="list-style-type: none"> • Look at both sides of the coin. • Talk about whose profile is on the coin (Queen) and why. • Find the side with the bird. • Tell them that it is a loon. <p>Ask how they know it is a loonie (size, colour, says "one dollar").</p> <p>Use the prepared vocabulary cards.</p> <ul style="list-style-type: none"> • Show the vocabulary card "dollar" and help students to sound out the word (they might know the word "doll" in dollar). • Then have all students find the word on the coin. • Ask what is the other word on the coin. • Show the vocabulary card for "Canada" and help students sound out. • Ask them why the word Canada would be on there. • Explain that each country has its own money-the word Canada is on all our coins and bills. <p>Give students the Teaching Aid: <i>Loonie</i>, and suggest that they colour the loonie (if appropriate).</p> | |

| | |
|---|-------------------------------|
| <p>4. VALUE OF \$1</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>Ask students what they can buy for one dollar</p> <ul style="list-style-type: none"> • Small milk, coffee, doughnut, newspaper, dollar store items, etc. • This will help students to understand the value of their money. <p>Discuss where the money is put when they make a purchase (cash register).</p> <ul style="list-style-type: none"> • What does a cash register do? • Who operates the cash register? | |

| | |
|--|--|
| <p>5. SELECTING LOONIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Decision Making 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Find the Loonie</i> • Assortment of coins, including loonies. |
| <p>Give students Activity Sheet: <i>Find the Loonie</i> to make sure they can choose the loonie from other coins.</p> <p>Alternatively, give the student a pile of coins and have him/her select only the loonies.</p> | |

| | |
|---|-------------------------------|
| <p>6. WRITING DOLLAR AMOUNTS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Oral Communication 1 • Continuous Learning | <p>Materials: None</p> |
| <p>Show students the dollar sign (\$) and write \$1.00 on the board.</p> <ul style="list-style-type: none"> • Explain that the numbers before the decimal point stand for dollars. • Explain that the correct word is “decimal point” not “period” • You may want to point out that often we don't write the .00 if we are just dealing with dollars. <p>Ask students to write two dollars, five dollars, etc.</p> | |

| | |
|--|--|
| <p>7. COUNTING / WRITING DOLLAR AMOUNTS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Collection of loonies (real or “classroom money”) • Access to computer |
| <p>Give students varying numbers of loonies and ask them to count.</p> <ul style="list-style-type: none"> • Have them write the amounts using standard notation (\$6.00, \$4.00, etc.) • Then have them record the amounts on the computer, using the keypad and the \$ sign. | |

| | |
|---|--|
| <p>8. TOONIE IDENTIFICATION</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Toonie, 2 loonies |
| <p>Show students a "toonie" and ask how many dollars it is worth.</p> <ul style="list-style-type: none"> • Examine both sides. • Notice that the head of the Queen is the same as on the loonie. • What is the animal? • Find on the coin where it says "2 DOLLARS". • Also find where it says "Canada". <p>Place two loonies beside it and ask students which is more-a toonie or two loonies?</p> <ul style="list-style-type: none"> • Make sure that they realize they are exactly the same in value. <p>Ask students what they can buy for two dollars (ice cream cone, fruit drink, a quart of milk, etc.)</p> | |

| | |
|--|--|
| <p>9. TOONIE RECOGNITION</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Toonie</i> |
| <p>Ask students how they recognize the two dollar coin (size, two colours).</p> <p>Refer students to Teaching Aid 2: <i>Toonie</i>, and suggest they colour the coin if appropriate.</p> | |

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| <p>10. COUNTING TOONIES</p> <ul style="list-style-type: none">• Numeracy<ul style="list-style-type: none">◦ Money Math 1◦ Measurement & Calculation 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Significant Use of Memory• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• Several toonies and 2 loonies |
| <p>Give students two toonies and ask how much money they have.</p> <ul style="list-style-type: none">• Place two loonies beside each toonie and then ask students to count.• Explain that they can count by the value of the coin (by 2s to count toonies) in order to find the total amount of money. <p>Ask students to count by 2s.</p> <p>Then, give students practice counting varying numbers of toonies.</p> <ul style="list-style-type: none">• If students have difficulty counting by 2s, suggest that they count by 1s, but give each coin two counts to represent the two loonies. | |

| | |
|--|---|
| <p>11. COUNTING LOONIES AND TOONIES</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of loonies and toonies (at least 5 of each) |
| <p>Give students one toonie and two loonies.</p> <ul style="list-style-type: none"> • For many students, it will be easier to group the two loonies together and make one more toonie, then count by twos. • For other students, they may prefer to count by ones, but give the toonie two counts. • Others may be able to switch from counting by 2 s to counting by 1's. <p>Add more loonies and toonies. This will be needed with higher numbers.</p> <ul style="list-style-type: none"> • Find what works best for each student, but try to stick to the same strategy throughout. • Have them work in pairs: each counts the same pile and they compare answers, or one counts and the other checks. | |

| | |
|--|-------------------------------|
| <p>12. COUNTING BY 2S AND 1S</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>If students have difficulty switching from counting by 2 s to 1s, it may be necessary to make sure that they can start counting at any given number.</p> <ul style="list-style-type: none"> • Ask them to count by ones from 6, 14, etc. • Then give them an exercise such as the following. Ask them to start counting by 2s and when you say "Change to 1s", they must start counting by 1s. • Do this a number of times, having them change at different numbers. | |

| | |
|---|---|
| <p>13. MORE COUNTING TOONIES AND LOONIES</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of toonies and loonies (at least 5 of each) |
| <p>Give students a variety of numbers of toonies and loonies mixed, and let students practise their own strategy for counting by 2s and counting by 1s.</p> <p>Have them record the total amount of money each time by writing one the board or on paper using either \$14 or \$14.00.</p> <ul style="list-style-type: none"> • Reinforce the term “decimal point” <p>Have them count out given amounts using only loonies and toonies (values up to \$30)</p> | |

| | |
|---|---|
| <p>14. COUNTING LOONIES & TOONIES</p> <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Writing 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1◦ Measurement & Calculation 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Job Task Planning & Organization 2◦ Significant Use of Memory• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• Student Activity Sheet: <i>Loonies and Toonies</i> |
| <p>Student Activity Sheet: <i>Loonies and Toonies</i> will give additional practice with counting one and two dollar coins</p> | |

Loonie

Colour the Loonie.



“tails”



“heads”

A loonie is worth \$1.00.

10 loonies = 10 dollars (\$10.00)

\$10.00 =



Toonie

Colour the Toonie.



A toonie is worth \$2.00



=



Find the Loonie

Circle the loonie in each group.

1.



2.



3.



Loonies and Toonies

Count the one and two dollar coins and write the amount in dollars.

1.



\$ _____

2.



\$ _____

3.



\$ _____

4.



\$ _____

DEMONSTRATION INSTRUCTOR PAGE

Dollar-Mania

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Computer Use 1**
- **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

DEMO DESCRIPTION

Students will recognize loonies and townies from a pile of assorted coins. They will count how many there are of each and record the number on a tally sheet. They will then calculate the value of the loonies and townies. Recognizing loonies and townies, counting by 1s and 2s.

Students will use a cash register or other technology to record the amounts.

They will make change using loonies and townies in several ways.

INSTRUCTOR NOTES

- Provide a collection of loonies and toonies
- Provide a collection of other coins to use as distracters
- Provide access to a cash register or some other device such as an adding machine, computer or calculator
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Review strategy for identifying loonies and toonies
- Review strategy for counting loonies and toonies (separate into piles, count by 2s and then by 1s, OR make loonies into piles of 2 and count all by 2s.
- Examine layout of keyboard provided (note location of \$ if available)

ACHIEVEMENT INDICATORS

- Recognized and counted loonies and townies
 - Counted the number of loonies and toonies and entered numbers on a tally sheet
 - Counted the value of a combination of loonies and toonies
 - Used a cash register (or other keyboard) to enter dollar amount
 - Counted out a given amount using loonies and toonies (in more than one way)
 - Assessed own performance
-

Dollar-Mania

TASK 1

- Angela has been given the task of removing the loonies and toonies from a donation jar for safe keeping.
1. First she sorts the coins, choosing only the loonies and toonies.
 2. Then she puts the loonies into one box and the toonies into another.
 3. She counts the loonies and writes the number on the chart with today's date. (How many loonies does she have?)
 4. Finally, she counts the toonies and writes that number on the chart with today's date. (How many toonies does she have?)

Dollar-Mania

TASK 1 cont.

Chart:

| Date | \$2 | \$1 |
|-------------|------------|------------|
| Sept 10 | 14 | 6 |
| Sept 12 | 5 | 13 |
| | | |

Dollar-Mania

TASK 2

- Angela is given a handful of loonies and toonies by a customer.

1. She counts the amount.

2. She enters that amount in her cash register.

- The next customer also gives her only loonies and toonies.

3. She counts the amount.

4. She enters that amount in her cash register.

Dollar-Mania

TASK 3

For each situation, give your instructor the required coins, or draw the coins you would use.

- Angela needs to give a customer \$7.00 using loonies and toonies.
 1. She gives him the **best** number of loonies and toonies. (fewest number of total coins)

 2. She only has 2 toonies, but still gives him \$7.00 in loonies and toonies.

DEMONSTRATION ASSESSMENT

Dollar-Mania

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - **Computer Use 1**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|--|-----------|------------|--------------|
| • Recognized and counted loonies and toonies | | | |
| • Counted the number of loonies and toonies and entered numbers on a tally sheet | | | |
| • Counted the value of a combination of loonies and toonies | | | |
| • Used a cash register (or other keyboard) to enter dollar amount | | | |
| • Counted out a given amount using loonies and toonies (in more than one way) | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

COUNTING MONEY: GIVE ME FIVE!

Now, the student will examine and learn to recognize and count paper money, beginning with \$5. The student must understand value of the bill: what it can buy and how it relates to loonies and toonies. The student will count by 5s, and then will practise counting \$5s, toonies and loonies. Common practice suggests beginning with the larger denomination (5), then counting the next lower denomination, and so on, but students will also discover that they can group loonies and toonies into 5s and count that way. Since the choice of how to order the tasks in counting mixed denominations is up to the student, this is a very early stage in Job Task Planning and Organization, Level 2. (Level 1 allows for no such choice.)

Students will count \$5s, \$2s, and \$1s, entering the number and value in a chart (Scheduling or Budgeting and Accounting) and also using a keyboard, whether a cash register, calculator or computer (Computer Use)

LEARNING ACTIVITIES

| | |
|---|--|
| <p>15. \$5 IDENTIFICATION</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • \$5 bill • Teaching Aid: <i>Bank Notes</i> • http://www.bank-banque-canada.ca/en/banknotes/legislation/images.html • Loonies (more than 5) • Toonies (at least 3) |
| <p>Show students a five dollar bill.</p> <ul style="list-style-type: none"> • Ask how they recognize it (paper money, blue, says "5¹¹"). • Find the word "Canada" on the bill. <p>Use the Teaching Aid: <i>Banknotes</i> to remind them of the 3 most common bills (\$5, \$10, and \$20).</p> <ul style="list-style-type: none"> • Visit the Bank of Canada website for more images. (You need to access this first yourself, as there are some "Accept" boxes to click before the images are available.) <p>Ask students to count out the right number of loonies that the bill is worth.</p> <ul style="list-style-type: none"> • Again, ensure that students realize that a five dollar bill and five loonies are exactly the same amount. <p>Ask students to substitute toonies for some of the loonies, so that they will see that two toonies and one loonie also make up five dollars.</p> | |

| | |
|---|---|
| <p>16. MENU</p> <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1◦ Data Analysis 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Finding Information 1• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• Menu from local fast food restaurant |
| <p>If possible, visit a fast food restaurant (like Tim Horton's or Wendy's).</p> <p>Show students a menu from a fast food restaurant or inexpensive diner.</p> <p>Ask them what they could buy for less than five dollars.</p> <ul style="list-style-type: none">• If students can find the items, but can't read the words, help them to read the food items | |

| | |
|--|---|
| <p>17. COUNTING \$5S</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • several \$5 bills (or good quality classroom money) • cash register or substitute |
| <p>Give the students two five dollar bills and ask how much they have.</p> <ul style="list-style-type: none"> • Point out again that when counting five dollar bills, they must count by the value of the bill which is 5. • Remind (or show them if necessary) that each five dollar bill is the same as five loonies. <p>Ask students to count by 5s.</p> <p>Then give students practice counting varying numbers of five dollar bills and record the amounts on a cash register or substitute.</p> | |

| | |
|---|--|
| <p>18. COUNTING \$5S AND LOONIES</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • mixture of \$5s and loonies |
| <p>Give students a mixture of fives and loonies.</p> <ul style="list-style-type: none"> • Suggest that students start with the largest value first and count them. • Then switch to counting by ones. • Again practice counting by 5s and switching to ones if needed (as previously outlined). • Make sure students record the amount each time. <p>Next, give the students a set amount between \$5 and \$30 and ask them to count it out using \$5s and loonies.</p> | |

| | |
|--|---|
| <p>19. COUNTING \$5S, TOONIES AND LOONIES</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Mixture of \$5s, toonies & loonies |
| <p>Give students a mixture of fives, loonies and toonies.</p> <p>Suggest that students start counting the fives first, then count the toonies by making two counts on each one, and then count the loonies.</p> <ul style="list-style-type: none"> • If students can add 5 and 2 easily, and can count by 2s on the odd numbers, then you might just have them count by 5s, then 2s and then ones. • Some students may find it easier to group two toonies and one loonie to make five, then count by fives. • This will probably be the most difficult part for most students. | |

| | |
|--|--|
| <p>20. MORE COUNTING \$5S, TOONIES & LOONIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>\$5s, \$2s, and \$1s</i> |
| <p>Give students Student Activity Sheet: <i>\$5s, \$2s, and \$1s</i> for additional practice.</p> | |

Banknotes



Bank note images used with permission from the Bank of Canada

\$5s, \$2s and \$1s

Count the fives, twos and ones and write the amount in dollars.

1.



2.



3.



Bank note images used with permission from the Bank of Canada

DEMONSTRATION INSTRUCTOR PAGE

Give Me Five!

ESSENTIAL SKILLS

- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Oral 1Communication**
 - **Working With Others**
 - **Computer Use 1**
 - **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
-

DEMO DESCRIPTION

Students will go to a fast food restaurant with a partner and select items that cost less than \$5. They will convert \$5 bills into loonies and townies, and will also count money that consists of \$5 bills, loonies and townies, entering the amount in a cash register.

INSTRUCTOR NOTES

- Provide \$5s, toonies and loonies. These may be real or “classroom” bills and coins. It is important that the learner see at least one real \$5 for identification and recognition
- Obtain a menu from a fast food restaurant or diner (must have items that cost less than \$5)
- Provide *What I have Learned and Skills Practised* to link demonstration tasks to the Essential Skills.

With student

- May make a field trip to a fast food restaurant for Task 1
 - Review strategies for counting mixture of denominations (beginning with largest, grouping and adding, etc.)
-

ACHIEVEMENT INDICATORS

- Located items on a menu valued at less than \$5
 - Entered amounts on a cash register (or substitute)
 - Counted combinations of \$5s, toonies and loonies
 - Combined \$5s, toonies and loonies to specified amount
 - Compared values less than \$5
 - Assessed own performance
-

Give Me Five!

TASK 1

**** You will need a partner. You will be Alec; your partner will be Bob. ****

Alec and Bob are going to a fast food restaurant for lunch today. Each has a budget of \$5.00.

1. Find something for Alec to order for \$5.00 or less.

Bob asked Alec what he could order.

2. Find 2 more choices that are under \$5.

3. Tell Bob.

4. Bob wants a large drink. Is it more or less than \$5.00?

Give Me Five!

TASK 2

A customer asks Alec to give him change for two \$5.00 bills.

Give your instructor the coins Alec would use.

1. Alec uses only toonies.
2. Alec uses only loonies.
3. Alec uses both loonies and toonies.

Give Me Five!

TASK 3

Alec is given money by a customer. (Your instructor is the customer.)

1. He counts the money. It totals _____

He enters the amount in his cash register.

DEMONSTRATION ASSESSMENT

Give Me Five!

Learner: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
 - **Oral Communication 1**
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
 - **Working With Others**
 - **Computer Use 1**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|--|------------------|-------------------|---------------------|
| • Located items on a menu valued at less than \$5 | | | |
| • Entered amounts on a cash register (or substitute) | | | |
| • Counted combinations of \$5s, twonies and loonies | | | |
| • Combined \$5s, twonies and loonies to specified amount | | | |
| • Compared values less than \$5 | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

COUNTING MONEY: THE BIG BUCKS

Now students will practise identifying, counting and totaling money that includes \$10s and \$20s. Again, they will try varying strategies, including grouping, to deal with larger quantities of cash. They will practise counting by 10s and 20s, separately and in combination with 5s, 2s and 1s. They will practise making cash transactions that include only whole dollars: receiving and counting payments and making change. In the retail environment, a cash register performs the actual subtraction, so they will practise this using either a cash register (best option) or a calculator.

LEARNING ACTIVITIES

| | |
|---|---|
| <p>21. IDENTIFY \$10</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • \$10 bill • At least 15 loonies • At least 7 toonies |
| <p>Show students a ten dollar bill.</p> <ul style="list-style-type: none"> • Ask how they recognize it (paper money, purple, says "10"). • Find the word "Canada" on the bill. <p>Ask students to count out the right number of loonies that the bill is worth.</p> <ul style="list-style-type: none"> • Ensure that students realize that a ten dollar bill and ten loonies are exactly the same amount. • Ask students to substitute toonies for the loonies, so that they will see that five toonies also make up ten dollars. | |

| | |
|--|---|
| <p>22. SUBSTITUTING: LOONIES, \$5S AND \$10S</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • At least 3 - \$5s • 10 loonies • 1 - \$10 bill |
| <p>Have students substitute a five dollar bills for the 10 loonies from Activity 21, and they will see that two five dollar bills make up a ten dollar bill.</p> <p>When students have the two five dollar bills, ask them how much money they have.</p> <ul style="list-style-type: none"> • Stress that it will be helpful for them to remember that two fives make a ten. • Help them to remember this by using their fingers-each hand is like a five dollar bill-two hands make ten fingers or ten dollars. | |

| | |
|---|--|
| <p>23. VALUE OF \$10</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Flyer from hardware, or sports store (with products under \$10) |
| <p>Ask students what kinds of things they might buy for \$10. Perhaps bring a flyer from a hardware store or a sports store or an inexpensive department store to see what costs less than \$10.</p> | |

| | |
|--|---|
| <p>24. COUNTING \$10S</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Several \$10 bills (or substitute) |
| <p>Give students a number of ten dollar bills.</p> <ul style="list-style-type: none"> • Ask them what they will count by. • Then have them count the bills and record the amount. | |

| | |
|--|---|
| <p>25. COUNTING \$5S AND \$10S</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • 2 - \$5s and 2 - \$10s |
| <p>Give students two ten dollar bills and two five dollar bills.</p> <ul style="list-style-type: none"> • Ask how much they have. <p>Find out if it is easier for students to count by 5's or by 10's.</p> <ul style="list-style-type: none"> • If it is easier to count by 10's, suggest that students group two fives to make a ten and then count by tens. • If it is easier to count by 5's, suggest students give two counts on each ten. | |

| | |
|---|--|
| <p>26. USING \$10S AND \$5S</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • 2 - \$10s • 2 - \$5s |
| <p>Using the two ten and two five dollar bills, ask students to make \$10, \$15, \$20, \$25 and \$30.</p> <p>When there is more than one way to make an amount, point out the other ways or ask students to find another way.</p> | |

| | |
|--|---|
| <p>27. COUNTING BY 5S AND 10S</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Several \$5s and \$10s |
| <p>Give students practice switching from counting by 10's to counting by 5's.</p> <p>Then give students a varying number of \$10s and \$5s to count.</p> <ul style="list-style-type: none"> • Suggest that students start with the tens and then add the fives. • Have students record the total amounts each time. | |

| | |
|--|---|
| <p>28. COUNTING \$10S, \$2S AND \$1S</p> <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Writing 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Job Task Planning & Organization 1◦ Significant Use of Memory• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• Student Activity Sheet: <i>Counting \$10s, \$2s and \$1s</i> |
| <p>Give students practice switching from counting by 10s to counting by 2s or 1s.</p> <p>Then give students a varying number of tens, toonies and loonies to count and record.</p> <ul style="list-style-type: none">• Suggest that most of the time, it is easier to count the largest bills first, and the ones last. <p>Student Activity Sheet: <i>Counting \$10s, \$2s and \$1s</i> will give additional practice.</p> | |

| | |
|---|---|
| <p>29. GROUPING, COUNTING, ADDING (DEPOSIT SLIP)</p> <ul style="list-style-type: none"> • Document use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Scheduling, or Budgeting & Accounting 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous learning | <p>Materials:</p> <ul style="list-style-type: none"> • Mixture of \$10s, \$5s, \$2s, and \$1s • Teaching Aid: <i>Tally Sheet</i> |
| <p>Give students a selection of bills and coins (\$10s, \$5s, \$2s, \$1s).</p> <p>If students have strong adding skills, and they are counting a number of bills, you might suggest that they count each separately and then add the total.</p> <p>Use Teaching Aid: <i>Tally Sheet</i>.</p> <ul style="list-style-type: none"> • Have students record the amounts of each denomination on the tally sheet, and then add. This will be similar to filling out a deposit slip | |

| | |
|--|---|
| <p>30. \$20</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • \$20 bill • 25 loonies • 12 toonies • 5 - \$5s • 3 - \$10s • Student Activity Sheet: \$20s and more |
| <p>Show students a twenty dollar bill.</p> <ul style="list-style-type: none"> • Ask how they recognize it (paper money, green, says "20"). • Find the word "Canada" on the bill. • Ask students to count out the right number of loonies that the bill is worth. (You should give more than enough so that the counting is important) • Ask students to substitute toonies for the loonies, so that they will see that ten toonies also make up twenty dollars. <p>Then give them five dollar and ten dollar bills and have them substitute for the loonies.</p> <ul style="list-style-type: none"> • Ask them how many fives make a twenty? How many tens? • Ask students what they might buy for twenty dollars. | |

| | |
|---|--|
| <p>31. ORDERING BILLS AND COINS</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • One each of \$20, \$10, \$5, \$2, \$1 |
| <p>Ask students to put the dollar coins and bills in order from the smallest to the largest amounts.</p> <ul style="list-style-type: none"> • Which is most? • Which is least? | |

| | |
|--|--|
| <p>32. STORE</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Supply of money- full dollars only in variety of denominations • Cards with dollar amounts |
| <p>To reinforce counting dollar amounts, set up a simulated store.</p> <p>Divide the students into pairs: one will be the customer, and one will be the cashier.</p> <ul style="list-style-type: none"> • Give the "customer" a card with a dollar amount on it, the price of the item bought. • The "customer" must give that exact amount to the cashier. • The cashier must count it and tell the customer the amount that was given. • They should check the card to make sure the amount matches. | |

| | |
|--|---|
| <p>33. ROLE PLAYING CUSTOMER / CASHIER</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills, loonies and toonies |
| <p>You could play the role of the customer and give students various amounts of money to count. Or conversely, play the role of the cashier, and ask students give you exact amounts for purchases of set amounts.</p> | |

| | |
|--|--|
| <p>34. MONEY GAME</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills, loonies and toonies • Dice (up to 10) |
| <p>Play a game with students with set money amounts (\$20, 25, etc.)</p> <ul style="list-style-type: none"> • Roll dice to name the amount. • Begin with single die, then two dice; add third, and fourth, as students become more capable of counting to higher numbers. • Ask students to use the coins and bills to make that amount, one by one. However, they can't use the same way of making the amount as someone else did. • OR use a limited number of bills, coins, etc. and students can't use the money that has already been used. | |

Tally Sheet

| Type | Worth |
|--------------|--------------|
| \$10 | |
| \$5 | |
| \$2 | |
| \$1 | |
| TOTAL | |

Counting \$10s, \$2s and \$1s

Count the tens, twos and ones and write the amount.

1



\$ _____

2



\$ _____

3



\$ _____

\$20s and More

Count the money.

1



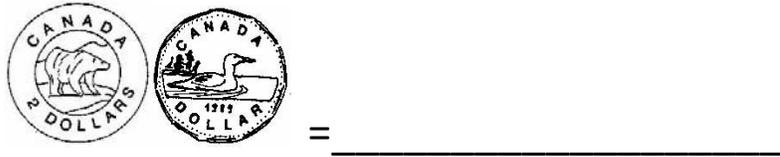
= _____

2



= _____

3



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DEMONSTRATION INSTRUCTOR PAGE

The Big Bucks

ESSENTIAL SKILLS

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Working With Others • Computer Use 1 | <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Scheduling or Budgeting & Accounting 1 ◦ Measurement & Calculation 1 | <ul style="list-style-type: none"> • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory |
|---|--|---|
-

DEMO DESCRIPTION

The student will count bills (\$5s, \$10s and \$20s), townies and loonies, and will enter the amount on a deposit slip and a cash register. The student will use a calculator to figure out total amounts, and to subtract to find out how much change is owed. The student will use a variety of bills and dollar coins to total a given amount.

INSTRUCTOR NOTES

- Provide bills and coins; \$20s, \$10s, \$5s, toonies and loonies
- Provide cash register and / or calculator
- Play role of customer as required, giving bills as appropriate to each task.
- Provide a deposit slip from a local bank for use in Task 2.
- Provide dice for game (6 dice)
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Review use of calculator to perform simple calculations
 - Review strategies for counting value of money that includes variety of denominations
-

ACHIEVEMENT INDICATORS

- Counted money including \$20s, \$10s, \$5s, toonies and loonies
 - Made change and other specified amounts using above denominations
 - Completed a deposit slip
 - Assessed own performance
-

The Big Bucks

TASK 1

Koi Chin works in a hardware store. A customer buys a hammer and some nails totaling \$47.00. He gives Koi Chin several bills.

**** You are Koi Chin. Your instructor is the customer.**

1. Koi Chin counts the money. _____
2. He enters it in the cash register.
3. He subtracts \$47.00 using the cash register.
4. He must give the customer _____ in change.
5. He gives the customer his change.

The Big Bucks

Task 2

At the end of his shift, Koi Chin must count the money in his till, and enter that on a deposit slip.

1. First he counts the \$20s
2. He enters the number on the deposit slip.
3. Then he counts the \$10s.
4. He enters that number on the deposit slip.
5. He continues this way till he has counted the \$5s, \$2s and \$1s.

Next, he must calculate the total that each denomination is worth.

6. He uses a calculator to do this, and enters the value on the deposit slip.

Finally, he totals all the cash and enters the amount on the slip.

7. He uses the calculator to do this.

The Big Bucks

TASK 3: BIG BUCKS GAME

You can play this game with 2 or more players.

Separate the money into \$20s, \$10s, \$5s, \$2s and \$1s.

Each person rolls one of the dice. The highest number goes first.

1. Roll one of the dice.
2. Use the bills and coins to make the amount.
3. The other players check that the amount is correct.
4. The next player rolls, and so on.

When a player has made the amount on one dice correctly, he or she uses two dice for the next round.

Each round, the players adds another dice.

DEMONSTRATION ASSESSMENT

The Big Bucks

Learner: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory
 - **Working With Others**
 - **Computer Use 1**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| • Counted money including \$20s, \$10s, \$5s, twonies and loonies | | | |
| • Made change and other specified amounts using above denominations | | | |
| • Completed a deposit slip | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

EVERY PENNY COUNTS

In this unit, the students will work with the smallest value coin: the penny. They will learn that it is called both “penny” and “cent”. They will relate pennies to dollar, in preparation for understanding the number of pennies in other coins.

LEARNING ACTIVITIES

| | |
|---|--|
| <p>35. IDENTIFYING CENTS / PENNIES</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Penny • Prepared vocabulary cards • Teaching Aid: <i>Penny / Cent</i> |
| <p>Show students a "penny" and ask them to identify it.</p> <ul style="list-style-type: none"> • Ask how they know it is a penny (size, colour, says "one cent"). <p>Look at front and back of the coin.</p> <ul style="list-style-type: none"> • Compare the “heads” side with the “heads “ side of the loonie and toonie (same). • Identify the picture (maple leaf) on the “tails” side. <p>Show the vocabulary card "cent" and help students to sound out the word.</p> <ul style="list-style-type: none"> • Remind them that a "c" in front of an "e" sounds like /s/. • Then have all students find the word on the coin. • Have them read the other word on the coin. <p>Refer students to the Teaching Aid: <i>Penny / Cent</i>, and suggest that they colour the penny (if appropriate).</p> | |

| | |
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| 36. VALUE OF CENT <ul style="list-style-type: none">• Numeracy<ul style="list-style-type: none">◦ Data Analysis 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Significant Use of Memory• Continuous Learning | Materials: None |
| <p>Ask students what they can buy for one cent (not much anymore).</p> <p>Ask how many cents there are in one-dollar (100).</p> <p>Point out that they can't buy much for one dollar, and there are 100 cents in one dollar.</p> | |

| | |
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| <p>37.WRITING CENTS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Access to computer or cash register for keying numbers practice. |
| <p>Show students the cent sign (¢).</p> <ul style="list-style-type: none"> • Point out that there are two ways of writing an amount in cents: 88 ¢ or \$.88. • The second is the more common way to write cents in the workplace. <p>Remind students that numbers before the decimal point stand for dollars.</p> <p>Explain that numbers after the decimal point stand for cents, and there are two places for these numbers.</p> <ul style="list-style-type: none"> • We need to use both places. • When we write one cent, we write 01. <p>Ask students to write one cent both ways.</p> <ul style="list-style-type: none"> • Then ask them to write 5 cents, 10 cents, 45 cents, etc. • Ask students how they would write 99 cents. • Then ask them to write 100 cents. <ul style="list-style-type: none"> ◦ Remind them that they only have two spots for numbers after the decimal point and that 100 cents is the same as one dollar. ◦ It would be written \$1.00. <p>Now ask them to key in the same amounts on the computer or calculator.</p> <ul style="list-style-type: none"> • Locate the \$ on the keyboard of a computer. • Most keyboards do not have ¢. • For those who are computer skilled, you could show them that this symbol is found by going to “Insert”, “symbol” and finding it on the chart. Because finding ¢ is difficult, most people use \$0.00 as the keying choice. <p>If you have access to a cash register, note how the decimal place is shown automatically.</p> | |

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| <p>38. COMPARING CENTS AND DOLLARS</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>Ask students which is more: two cents or one dollar?</p> <p>Stress that cents are always less than one dollar, even if there are 99 cents</p> | |

| | |
|---|--|
| <p>39. COUNTING PENNIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Pennies (over 100) • Student Activity Sheet: <i>Counting Pennies</i> |
| <p>Give students varying numbers of pennies and ask them to count and record the amount both ways. (\$0.00 and 0¢)</p> <p>Be sure to give some examples that are more than \$1.00.</p> <p>Student Activity Sheet: <i>Counting Pennies</i> will reinforce this skill.</p> | |

| | |
|--|--|
| <p>40. WRITING \$1.01</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Loonie and penny • Cash register or calculator |
| <p>Give students a loonie and a penny.</p> <p>Write the amount on the board.</p> <ul style="list-style-type: none"> • Stress that there is one dollar and this is written before the decimal point, and there is one cent, which is written after the decimal point. • Use the words “decimal point” rather than “period”. <p>Practise by saying dollar and cent amounts for them to write.</p> <ul style="list-style-type: none"> • Have them key them in on a cash register, computer or calculator as well. • Remember there is no \$ on a calculator, but they should always put in the decimal point correctly. | |

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| <p>41. ROLLING PENNIES</p> <ul style="list-style-type: none">• Document Use 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1◦ Measurement & Calculation 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• More than 50 pennies• Coin wrapper or tube |
| <p>Discuss with students how long it would take to count a large pile of pennies. Tell them this is one reason for making rolls of coins.</p> <ul style="list-style-type: none">• Explain that in one roll of pennies, there will always be 50 pennies.• Tell them this makes it easier for cashiers, tellers, etc to handle large numbers of pennies. <p>Have the students count out 50 pennies and put them in a tube, or wrap them with a wrapper.</p> <ul style="list-style-type: none">• Remind them that since there are 100 pennies in a dollar, it takes 2 rolls to make one dollar. | |

Penny / Cent

A penny is worth one cent.

Colour this penny the correct colour.



Count the pennies.

Write the value on the line.



_____cent
_____ ¢



_____cents
_____ ¢

Counting Pennies

Count the pennies. Write the amount in 2 ways.

1.



_____ ¢ or \$ _____

2.



_____ ¢ or \$ _____

3.



_____ ¢ or \$ _____

DEMONSTRATION INSTRUCTOR PAGE

Every Penny Counts

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

DEMO DESCRIPTION

The student will count pennies from a penny jar and will roll them in groups of 50 cents. The student will then count combinations of loonies and pennies, using standard format to write the total.

INSTRUCTOR NOTES

- Provide \$3.65 in pennies
- Provide penny wrappers or tubes
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

with student

- Discuss strategies for counting pennies for wrapping (groups of 10, etc)

ACHIEVEMENT INDICATORS

- Counted a large number of pennies
 - Grouped 50 pennies at a time and rolled them
 - Counted the penny rolls, using the knowledge that 2 rolls equals one dollar
 - Valued combinations of loonies and pennies
 - Wrote dollar and cent amounts in standard form (\$0.00)
 - Assessed own performance
-

Every Penny Counts

TASK 1

Sharon has a penny jar in her kitchen that is half full of pennies. She wonders if she has enough to buy a coffee and donut.

She counts the pennies. _____pennies.

That is \$____.____she thought_.

Sharon knew that the coffee shop would not want that many pennies to count, so she rolls them.

1. How many pennies in each roll? _____
2. Roll them.
3. How many rolls do you have? _____
4. How many pennies are left over? _____

Every Penny Counts

TASK 2

Count the loonies and pennies.
Write the amount on the line.

1.



\$ _____

2.

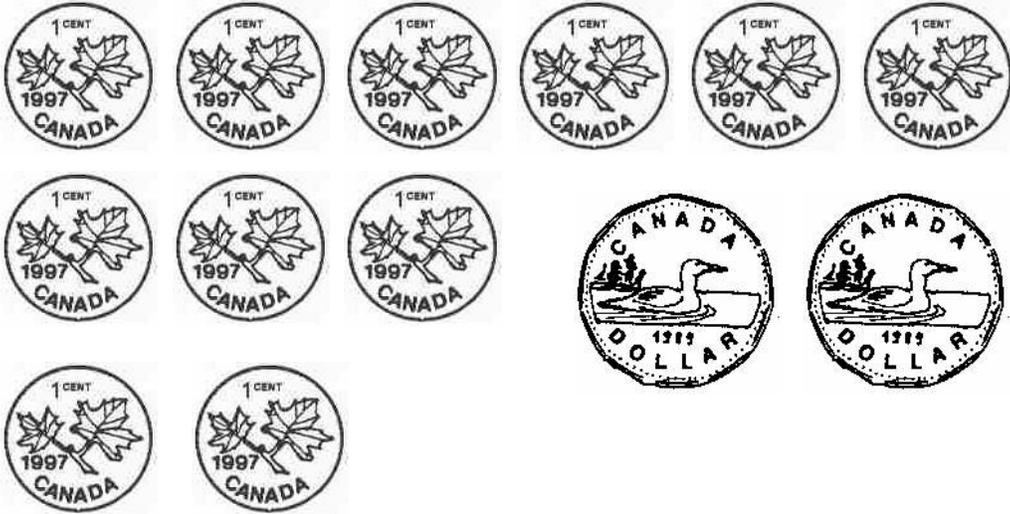


\$ _____

Every Penny Counts

TASK 2 cont.

3.



\$ _____

DEMONSTRATION ASSESSMENT

Every Penny Counts

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

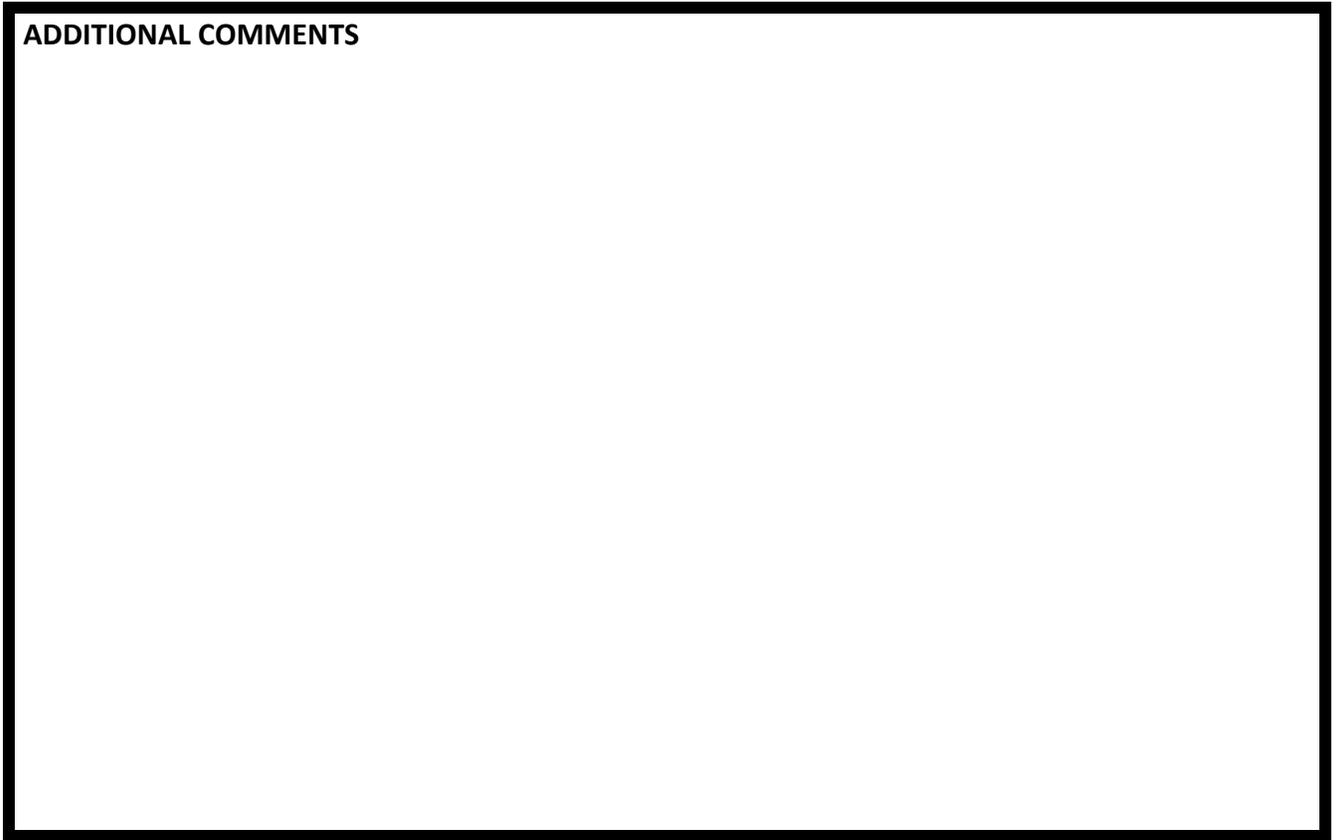
Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| • Counted a large number of pennies | | | |
| • Grouped 50 pennies at a time and rolled them | | | |
| • Counted the penny rolls, using the knowledge that 2 rolls equals one dollar | | | |
| • Valued combinations of loonies and pennies | | | |
| • Wrote dollar and cent amounts in standard form (\$0.00) | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS



QUARTERS

Students will now work with quarters as well as coins previously used. They will learn that the dollar is broken into four: hence quarters. They will learn that a quarter is worth 25 cents, and so will practise counting by 25s. This is a place for working with multiplication, if appropriate for the student. Grouping to make dollars, then counting whole dollars is a strategy that will be developed with other coins too. The students will practise counting money that includes loonies, quarters and pennies. This requires shifting of counting patterns as each is worth a different amount.

LEARNING ACTIVITIES

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|--|-------------------------------|
| <p>42. REASON FOR OTHER COINS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 • Continuous Learning | <p>Materials: None</p> |
| <p>Ask why we have coins other than pennies.</p> <ul style="list-style-type: none"> • Point out that if we only had pennies for cents, we might have to carry a lot of them around and that would be heavy. • It would also take a long time to count out 80 or 90 cents. • So, other coins were made to take the place of 5, 10 or 25 pennies. | |

| | |
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| <p>43. QUARTER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Quarter • Prepared vocabulary cards • Paper circle • 100 pennies |
| <p>Show students a "quarter" and ask them to identify it.</p> <ul style="list-style-type: none"> • Use vocabulary card to teach "quarter". <p>Take a circle and fold it into four equal parts.</p> <ul style="list-style-type: none"> • Ask students what one part is called (one fourth or one quarter). • Write one quarter ($1/4$) on one part of the circle. <p>Take 100 pennies and ask students what is the same as 100 pennies (one dollar).</p> <ul style="list-style-type: none"> • Then divide them into four equal parts <ul style="list-style-type: none"> ◦ Have students do this by dealing out the pennies like you would cards- putting one penny on each quarter of the circle and going around 25 times until all the coins are gone. • Then have students count one section and see how many cents there are. <p>Tell students a "quarter" stands for 25 cents.</p> | |

| | |
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| <p>44. IDENTIFY QUARTER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • Quarter (try to find some that are “commemorative” with different pictures on “tails” side) • Teaching Aid: <i>Quarters</i> |
| <p>Show students a selection of quarters, some of them commemorative issues.</p> <ul style="list-style-type: none"> • See if they can find 25 cents on the coin. • Have them find the word "Canada" on a quarter. • Identify the main kind of quarter as having the head of a caribou (looks like a deer). • What other pictures are on quarters? (red poppy, pink ribbon, Olympic sports, etc) • Ask why they think commemorative coins are issued. • Tell them that many people collect these, even buying them from the Canadian Mint (making money for government) <p>Write 25 cents both ways on the board (25 ¢; and \$.25)</p> <p>Ask students what they could buy for 25 cents (candy?)</p> <ul style="list-style-type: none"> • Remind them that 25 cents is a quarter of a dollar and won't buy much. <p>Give them the Teaching Aid: <i>Quarters</i>, and let them colour the quarter if appropriate.</p> | |

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| <p>45. FIND THE QUARTERS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Pick Up the Quarters</i> • Assortment of coins, including quarters |
| <p>Show students a quarter and examine both sides.</p> <ul style="list-style-type: none"> • Ask students how a quarter looks different from a toonie, loonie or penny. • What is similar about all the coins (the heads side)? <p>Give them Student Activity Sheet: <i>Pick Up the Quarters</i> to practise selecting quarters from a collection of coins.</p> <ul style="list-style-type: none"> • Better yet, give them a collection of coins, known and unknown, and have them select the quarters. | |

| | |
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| 46. COUNTING BY 25 <ul style="list-style-type: none">• Document Use 1• Writing 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Significant Use of Memory• Continuous Learning | Materials <ul style="list-style-type: none">• 100 pennies |
| <p>Using your circle of pennies, ask students how many quarters are in one dollar.</p> <p>Point out that it will be very useful to be able to count by 25s to 100. Since there are only four quarters in a dollar, there are only four numbers to remember and they already know two of them.</p> <ul style="list-style-type: none">• The first number is 25, then 50, then 75, and then 100 (or one dollar). <p>Write these numbers on the board.</p> <ul style="list-style-type: none">• Have students read them;• Then try to say them without looking at the board.• Have students write the numbers. | |

| | |
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| <p>47. COUNTING QUARTERS AND PENNIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • 4 quarters • Number of pennies • Student Activity Sheet: <i>Counting Quarters & Pennies</i> • Calculator or cash register or computer |
| <p>Give students one, two, three or four quarters and ask how much money they have.</p> <ul style="list-style-type: none"> • Record the amounts using a cash register (or computer or calculator). • Then add a few pennies to the quarters and ask students to record the amounts. <p>Give students Student Activity Sheet: <i>Counting Quarters & Pennies</i> to practise working with quarters.</p> | |

| | |
|--|---|
| <p>48. GROUPING QUARTERS FOR DOLLARS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Job Task Planning and Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • 8 quarters • Student Activity Sheet: <i>4 Quarters to a Dollar</i> |
| <p>Give students 8 quarters.</p> <p>Explain if they have more than four quarters, it is easier to group them into dollar amounts.</p> <ul style="list-style-type: none"> • Ask how many quarters there are in one dollar? • Tell students to group the quarters into groups of four. • Then count each group as one dollar. • How many dollars do they have? <p>For practice with larger numbers of quarters, give students Student Activity Sheet: <i>4 Quarters to a Dollar</i>.</p> <ul style="list-style-type: none"> • Suggest that they circle groups of four quarters. • Then record the amount as dollars. | |

| | |
|--|---|
| <p>49. COUNTING QUARTERS TO A VALUE OF INCOMPLETE DOLLARS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • 10 quarters • Student Activity Sheet: <i>Fistful of Quarters</i> |
| <p>Give students 10 quarters. Tell them they will be counting how much money that is.</p> <ul style="list-style-type: none"> • Ask students what they would do first (make two groups of four quarters). • Record the \$2.00. • They will see that there are two quarters left over. • Ask students to count the remaining quarters by 25's and record the amount as cents (.50). • They should have written \$2.50. <p>Give students Student Activity Sheet: <i>Fistful of Quarters</i> to practise counting quarters with leftover quarter amounts.</p> | |

| | |
|---|--|
| <p>50. COUNTING AND ROLLING</p> <p>QUARTERS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • More than 40 quarters • Papers for rolling coins, or tubes • Coin counter / rollers (available from many office suppliers) |
| <p>Discuss the difficulty in carrying loose, large numbers of quarters.</p> <ul style="list-style-type: none"> • Hard to know how much you have, fall out, etc. • Tell students this is why coins are often rolled and wrapped. • Ask if they have seen rolls of coins in the bank or at the cashier's station. <p>Show them a coin wrapper. Find the line with 25¢ and read across to see how much will be in a roll (\$10)</p> <p>How many quarters do they think are in \$10? Can they come up with a way of finding out?</p> <ul style="list-style-type: none"> • Set out quarters in piles of 4 till they have 10 piles = \$10. • How many quarters is that? <ul style="list-style-type: none"> ◦ 40 – they could count or multiply to get answer <p>Demonstrate and have them practise rolling 40 quarters.</p> <ul style="list-style-type: none"> • Look to see that the 25¢ and \$10 are visible in the windows. <p>Explain that many workplaces use automatic simple coin counters and rollers. They are also in many grocery stores for customer use.</p> <ul style="list-style-type: none"> • If possible, give students experience with these. | |

Quarters

Colour the quarter.



Count quarters by 25s

25¢ =



50¢ =



75¢ =



100¢ = \$1.00 =



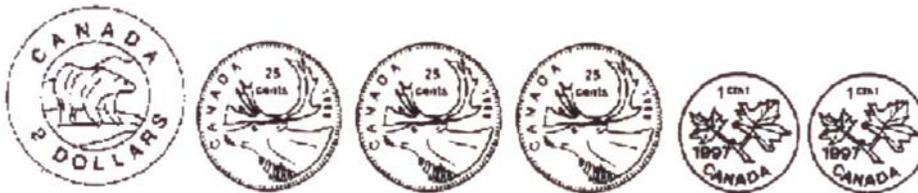
Pick Up the Quarters

Circle the quarter(s) in each group.

1.



2.



3.



4.



Counting Quarters and Pennies

Count the quarters and pennies. Write the amount.

1.



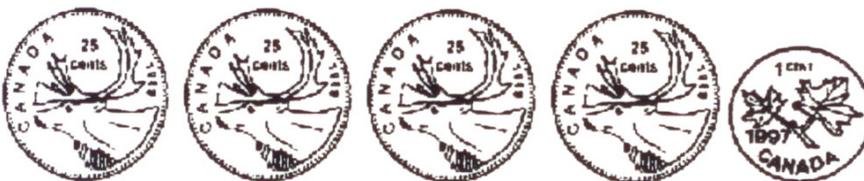
2.



3.



4.



5.



4 Quarters to a Dollar

Circle groups of four (4) quarters. Count the groups.
Write the dollar amount.

1.



\$ ____ .00

2.



\$ ____ .00

Fistful of Quarters

- Circle groups of four quarters. Count the groups. Write the dollar amount.
- Then count the quarters that are left, by 25s. Write the cents.

1.



\$ _____.

2.



\$ _____.

DEMONSTRATION INSTRUCTOR PAGE

Quarters

ESSENTIAL SKILLS

- **Reading Text 1**
 - **Document Use 1**
 - **Computer Use 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
-

DEMO DESCRIPTION

The student will count and roll quarters, calculating values using a calculator.

INSTRUCTOR NOTES

- Provide 5 containers with a different number of quarters in each. Label the containers 101, 102, ...105, according to the meter numbers in Task 1. All together, you should use at least 60 quarters, up to 199 quarters (not an exact multiple of 40).
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Review tally sheet
 - Review use of calculator to total amounts, using different strategies (adding, multiplying) as appropriate
-

ACHIEVEMENT INDICATORS

- Counted the value of several collections of quarters
 - Entered the amounts on a tally sheet, using standard notation (\$0.00)
 - Grouped 40 quarters and rolled them
 - Used a calculator to find the total of a number of rolls of quarters plus leftovers
 - Assessed own performance
-

Quarters

TASK 1

- Jake has to count the quarters that are in the parking meter cash boxes in his town.
- He must record the amount from each meter on a tally sheet.

| Meter # | How many quarters collected |
|---------|-----------------------------|
| 101 | |
| 102 | |
| 103 | |
| 104 | |
| 105 | |

Quarters

TASK 2

Now Jake will roll the quarters.

How many complete rolls does he have? _____

How much is each roll worth? _____

How many quarters are left over? _____

What is the total that he collected from all 5 meters?

HINT:

You may use a calculator to total the amounts.

DEMONSTRATION ASSESSMENT

Quarters

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
 Details: _____

Accommodations?: Yes No
 Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
 - **Computer Use 1**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| • Counted the value of several collections of quarters | | | |
| • Entered the amounts on a tally sheet, using standard notation (\$0.00) | | | |
| • Grouped 40 quarters and rolled them | | | |
| • Used a calculator to find the total of a number of rolls of quarters plus leftovers | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS



NICKELS AND DIMES

This unit looks at the last two coins in common usage: the dime and the nickel. Since the base understanding for coinage has already been laid, it is not necessary to separate them. In fact, since two dimes and a nickel make a quarter, it is helpful to teach them together.

LEARNING ACTIVITIES

| | |
|--|-------------------------------|
| <p>51. DIMES AND NICKELS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>Write the number 25 on the board.</p> <ul style="list-style-type: none"> • Review place value (columns). • Ask students how many tens there are in 25? (2) • Ask students how many ones there are (5). <p>Tell students that in money, ten cents is called a dime, and five cents is called a nickel.</p> <p>Ask how many dimes are in 25 ¢?</p> <ul style="list-style-type: none"> • How many nickels? | |

| | |
|---|--|
| <p>52. DIME: IDENTIFY AND VALUE</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Dime • Teaching Aid: <i>Dime</i> • 10 pennies • Assortment of coins • Prepared vocabulary cards |
| <p>Show students a dime.</p> <ul style="list-style-type: none"> • Look at back and front. • Notice head is same as other coins. • Ask students how they recognize it <ul style="list-style-type: none"> ◦ Smallest of the coins, ◦ Silver ◦ Says "10 cents", ◦ Bluenose schooner (famous Canadian sailboat). • Tell them that some commemorative dimes with pictures other than of the Bluenose have been issued. Note that there are other ways to identify the dime, not just the picture. • Have them find the words "10 cents" and the word "Canada". <p>Use the vocabulary cards to teach "dime". Give assortment of coins, and have them select only the dimes.</p> <p>They may colour the dime on the Teaching Aid: <i>Dime</i> if they would like.</p> <p>Have them count out the number of pennies that a dime stands for.</p> | |

| | |
|---|---|
| <p>53. COUNTING COINS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of dimes, quarters and pennies • Access to computer, calculator or cash register |
| <p>Give students varying numbers of dimes to count.</p> <ul style="list-style-type: none"> • Ask what number they will count by (10). • Have students record the amounts as cents. • Use both written format and entering on computer or calculator. • Then give students quarters and dimes to count together. (value) • Then add pennies. • Suggest that students count the largest amounts first (quarters), then switch to counting by 10's and then add the ones. | |

| | |
|---|-------------------------------|
| <p>54. COUNTING BY 10S</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>If students need practice counting by tens starting at other numbers, suggest they start at 25, 50 and 75.</p> <ul style="list-style-type: none"> • Remind them they are just changing the first number when counting by tens. • Have them do it on paper first and then orally. | |

| | |
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| <p>55. IDENTIFY AND VALUE NICKEL</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Nickel • 5 pennies • Teaching Aid: <i>Nickel</i> • Assortment of coins • Prepared vocabulary cards |
| <p>Show students a "nickel".</p> <ul style="list-style-type: none"> • Ask students how they recognize a nickel (size, colour, "5 cents", beaver) F • Find these on the nickel. <p>Use vocabulary cards to teach "nickel".</p> <p>Have them select nickels from an assortment of coins.</p> <p>Ask how many pennies there are in one nickel.</p> <ul style="list-style-type: none"> • Count out the pennies. <p>If they would like to colour the nickel, refer students to the Teaching Aid: <i>Nickel</i></p> | |

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| <p>56. COUNTING NICKELS</p> <ul style="list-style-type: none"> • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Nickels (at least 20) |
| <p>Give students varying numbers of nickels.</p> <ul style="list-style-type: none"> • Ask what number they will count by. • Have students record the amounts in cents. • Point out that they could count by 10s if that is easier. <ul style="list-style-type: none"> ◦ Ask how many fives there are in ten? • Have students group the nickels into pairs and then count by tens. <ul style="list-style-type: none"> ◦ Make sure they got the same amount as counting by fives. • Point out that they could also group 5 nickels to make a quarter and count by 25s. <ul style="list-style-type: none"> ◦ Try grouping and counting this way. <p>Give another collection of nickels (at least 10) and let them choose which method to use (counting by 5s, or grouping and counting by 10s, or 25s)</p> <ul style="list-style-type: none"> • Some students will not be able to master all three methods, so they should choose which works for them and use that. | |

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| <p>57. QUARTER = 2 DIMES 1 NICKEL</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • 10 dimes, 10 nickels, 25 pennies • Teaching Aid: <i>For What it Is Worth</i> |
| <p>Give students 10 nickels and 10 dimes.</p> <ul style="list-style-type: none"> • Tell students to group nickels and dimes into 25 cent units, and then count as they did for quarters. <p>Ask students to figure out all the ways to make 25 cents out of dimes and nickels.</p> <ul style="list-style-type: none"> • Two dimes and one nickel make 25 cents, • One dime and three nickels make 25 cents, • 5 nickels make 25 cents. <p>Refer to Teaching Aid: <i>For What It Is Worth</i>.</p> <ul style="list-style-type: none"> • Examine each box to see different ways to group coins to make 25¢. <p>Notice that pennies (in the last box) can also be used.</p> <ul style="list-style-type: none"> • Help students realize they can replace any coin with its value in pennies. <p>Practise exchanging coins of one sort for others.</p> <ul style="list-style-type: none"> • Tell students this is what they must do when making change if they don't have enough of one type of coin. | |

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| <p>58. COUNTING COINS AGAIN</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of quarters, dimes and nickels (at least 5 of each) |
| <p>Give students quarters, nickels and dimes to count. (Value).</p> <ul style="list-style-type: none"> • Suggest that they group the nickels and dimes into 25 cent units; • Count the quarters and 25 cent units first, • Then count the leftover dimes, • Then the leftover nickels. | |

| | |
|--|---|
| <p>59. GROUP AND TALLY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Group and Tally</i> |
| <p>Give students the Student Activity Sheet: <i>Group and Tally</i> to practise grouping nickels and dimes when counting.</p> | |

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| <p>60. COUNT IT OUT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Large assortment of pennies, nickels, dimes and quarters • Student Activity Sheet: <i>Count It Out</i> |
| <p>Ask students to make various amounts using just nickels, just dimes, combinations of nickels and dimes.</p> <p>Then add quarters and ask them to make other given amounts using whatever combination of coins they choose.</p> <ul style="list-style-type: none"> • Sometimes, take away a quarter and ask what they would do if they did not have as many quarters as they would like. <p>Finally, add pennies and repeat the process.</p> <p>Use Student Activity Sheet: <i>Count it Out</i> to practise.</p> | |

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| <p>61. NOT ENOUGH</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of coins • Student Activity Sheet: <i>That Is Not Enough</i> |
| <p>Discuss why it is important to count their change, and to count their money carefully when paying for things.</p> <ul style="list-style-type: none"> • Tell students that sometimes they will be given or will give an incorrect amount of money. <p>Write an amount of money on the board, and give them too few coins to make that amount.</p> <ul style="list-style-type: none"> • Ask them how much they have already. <ul style="list-style-type: none"> ◦ Some may be able to subtract and say how much more is needed. ◦ Others will need to actually add money till they have the right amount. • Let students draw money from the “coin bank” to make their pile match the given amount. <p>This could be played as a game.</p> <ul style="list-style-type: none"> • Write an amount on the board. • One student will give an incorrect amount • The other must tell what is still needed. • They should check each other’s counts. <p>Use the Student Activity Sheet: <i>That Is Not Enough</i> for further practise.</p> | |

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| <p>62. ROLLING NICKELS AND DIMES</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • More than 40 nickels • More than 50 dimes • Coin wrappers and tubes • Other coins as distracters |
| <p>Give students the pile of nickels and dimes (with or without other coins as distracters.)</p> <p>Tell them that because coins are different thicknesses, there are different numbers in different rolls.</p> <ul style="list-style-type: none"> • You might review that there are 25 loonies or toonies in each roll, 50 pennies in a roll and 40 quarters in a roll. • Dimes, like pennies are in rolls of 50, • Nickels, like quarters, are in rolls of 40. <p>Ask if they forget how many belong in a roll, what could they do?</p> <ul style="list-style-type: none"> • Use the amount on the wrapper to help them: 10¢ ... \$5, so count dimes till \$5 is reached., etc. <p>Ask them to sort the nickels and dimes from the pile of coins and roll what they can.</p> <ul style="list-style-type: none"> • Some should be left over. • They can choose what order to do this task in, and what strategy to use for counting the coins. | |

Dimes

Colour the dime.



A dime is worth ten (10) pennies (cents).



When counting dimes, you count by tens:

10



20



30



40



...

Nickels

Colour the nickel.



A nickel is worth 5 pennies



When counting nickels, you count by 5s.



For What It Is Worth

There are many ways to make the same amount.

Each box contains 25¢.



Group and Tally

- Group the dimes and nickels into 25 cent groups. (Use real coins, or mark off each 25¢ group with a different colour.)
- Count each group by 25s.
- Write the amount.

1.



= \$. or ¢

2.



= \$. or ¢

3.



= \$. or ¢

Count It Out

Use quarters, dimes, nickels and pennies to make the following amounts.

| | | | |
|-----|-----|-----|-----|
| 30¢ | 45¢ | 17¢ | 24¢ |
| 39¢ | 55¢ | 75¢ | 69¢ |
| 28¢ | 88¢ | 6¢ | 99¢ |

Now make the same amounts some other way. You could replace one coin, or several.

| | | | |
|-----|-----|-----|-----|
| 30¢ | 45¢ | 17¢ | 24¢ |
| 39¢ | 55¢ | 75¢ | 69¢ |
| 28¢ | 88¢ | 6¢ | 99¢ |

That's Not Enough

Count the money. Is it enough?
Add coins to make the correct amount.

1. 65¢



2. 39¢



3. 55¢



That's Not Enough, cont.

4. 80¢



5. 99¢



6. 14¢



7. 35¢



DEMONSTRATION INSTRUCTOR PAGE

Nickels and Dimes

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

DEMO DESCRIPTION

The student will count a collection of nickels and dimes and compare the total value to the cost of an item, deciding whether enough has been given or not. The student will also use different combinations of quarters, dimes and nickels to make a given value.

INSTRUCTOR NOTES

- Provide assortment of quarters, dimes and nickels
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks with the Essential Skills

with student

- Review counting by 5s, 10s, 25s
- Review interchanging of coins (2 nickels = 1 dime, etc.)

ACHIEVEMENT INDICATORS

- Compared actual money to given amount: is it enough?
 - Added coins to make up to a given amount
 - Made a given amount, using only quarters, dimes and nickels, in more than one way
 - Assessed own performance
-

Nickels and Dimes

TASK 1

Bert works at the candy counter at the theatre. A young boy handed him a collection of only nickels and dimes to pay for his candy bar, which cost 85¢.

Bert counts the money to see if the boy gave him enough.

This is what he has.



How much did the boy hand to Bert? _____

Is that enough? _____

What should Bert ask the boy to do?

Nickels and Dimes

TASK 2

Bert has been given a toonie to pay for candy that costs \$1.35. He knows he must give 65¢ in change.

He has only 1 quarter, but he has lots of dimes and nickels.

- Show 3 different ways he could give this amount.
- Use real coins and enter how many you have used of each in the spaces.

1. _____ quarters, _____ dimes, _____ nickels

2. _____ quarters, _____ dimes, _____ nickels

3. _____ quarters, _____ dimes, _____ nickels

DEMONSTRATION ASSESSMENT

Nickels and Dimes

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

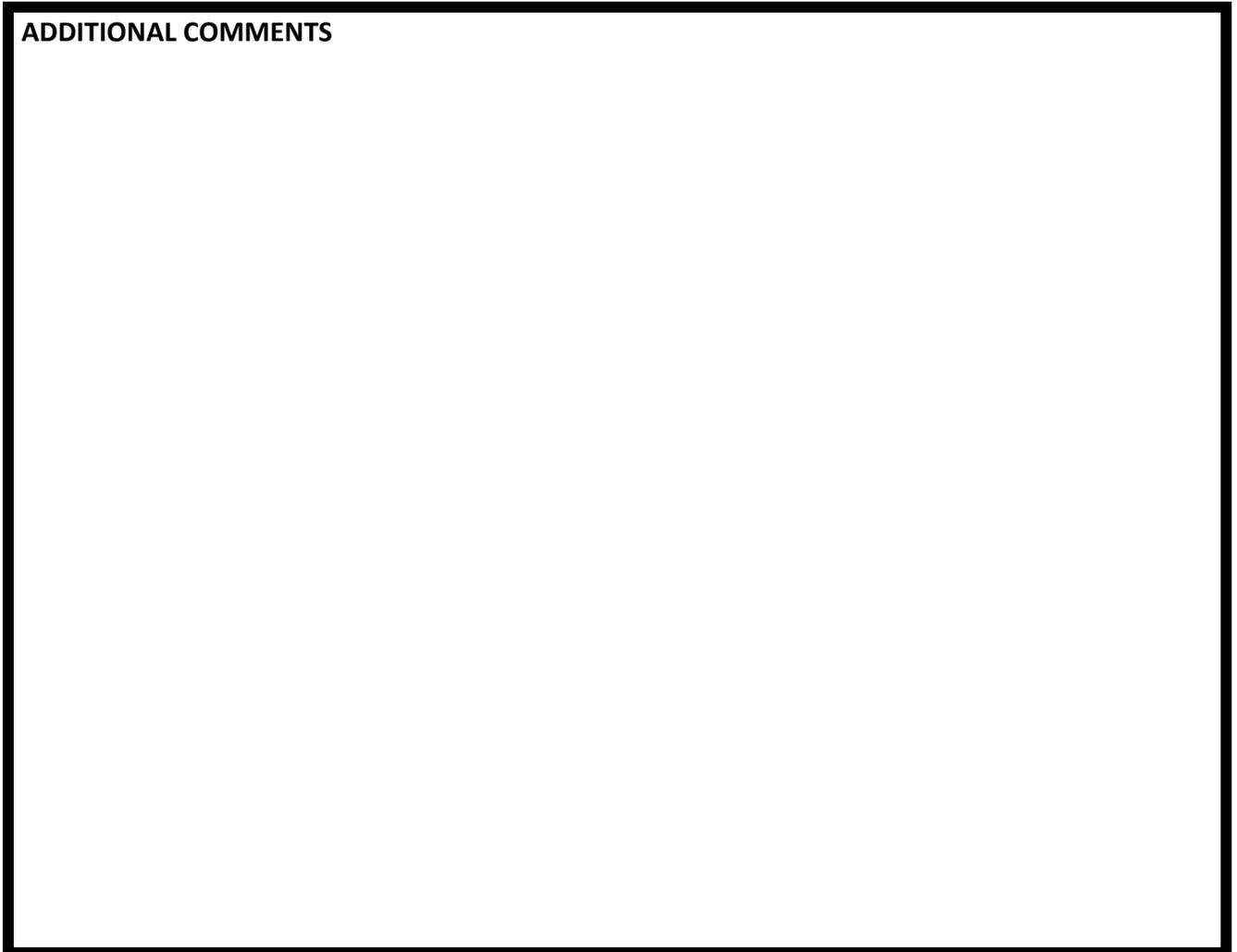
Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Measurement & Calculation 1
 - Data Analysis 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|-----------|------------|--------------|
| • Compared actual money to given amount: is it enough? | | | |
| • Added coins to make up to a given amount | | | |
| • Made a given amount, using only quarters, dimes and nickels, in more than one way | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS



PUTTING IT ALL TOGETHER

Finally the students are ready to put all they have learned about counting money together. Many of the activities will remind them of earlier ones, but now all the bills and coins are available to them. The practical skills of counting their own money from purse or wallet, of checking their change, of knowing what kind of bill to offer for payment of a set amount, are all included. At the end, they will demonstrate their skills. You could choose to use “*How Much do I Have*” from the **Experience Counts** section (pages 79 - 85), but another cumulative demonstration is also presented here. The students may choose whatever strategy works best for them to count and handle the money. Competence and confidence are the goals.

LEARNING ACTIVITIES

| | |
|---|--|
| <p>63. ORDERING COINS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 <ul style="list-style-type: none"> ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • One of each type of coin and bill from 1¢ to \$20 • Student Activity Sheet: <i>Each One Has Value</i> |
| <p>Ask students to arrange the coins in order from smallest to the largest.</p> <ul style="list-style-type: none"> • Review the names and values of each. • Use Student Activity Sheet: <i>Each One Has Value</i>. | |

| | |
|--|--|
| <p>64. MATCHING GAME</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Money Cards</i> • Teaching Aid: <i>Amount Cards</i> |
| <p>Give students the money cards and have them match the amounts with the written money amounts.</p> | |

| | |
|--|--|
| <p>65. MORE MONEY GAMES</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Money Cards</i> • Teaching Aid: <i>Amount Cards</i> |
| <p>There are a variety of ways to play money games.</p> <ul style="list-style-type: none"> • Each student draws a money card, counts the money, and writes or keys the amount. • One student could do several cards in a row, counting and keying, like a cashier would during a shift. • Each student draws an amount card, and makes up the amount with the bills and coins available. <ul style="list-style-type: none"> ◦ A second student could make the same amount using different bills and coins. ◦ Each could check the other, and if there is an error, explain. | |

| | |
|--|---|
| 66. COUNTING MONEY <ul style="list-style-type: none">• Document Use 1• Writing 1• Numeracy<ul style="list-style-type: none">◦ Money Math 1◦ Data Analysis 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 2◦ Decision Making 1◦ Job Task Planning & Organization 1◦ Significant Use of Memory• Computer Use 1• Continuous Learning | Materials: <ul style="list-style-type: none">• Assortment of bills and coins |
| <p>Give students varying collections of bills and coins and ask them to count and record the amounts.</p> <ul style="list-style-type: none">• Suggest to students that they count and record the bills first.• Then arrange the coins into 25 cent and dollar units (4 quarters).• Add these to the dollars already recorded.• Then add in the extra cents. | |

| | |
|--|---|
| <p>67. CASH BOX</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Scheduling or Budgeting & Accounting 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Cash box with assortment of bills and coins • Student Activity Sheet: <i>Float Tally</i> • Bank deposit slip from local bank |
| <p>Give students a cash box and ask them to total the cash in the box and record the amount.</p> <ul style="list-style-type: none"> • Use Student Activity Sheet: <i>Float Tally</i>. • Do not use any bills higher than a \$20 bill to count. • Point out that this might often be done at the beginning of a shift. <ul style="list-style-type: none"> ◦ Ask students why this would be done <ul style="list-style-type: none"> · To check that the "float" is correct ◦ Why counted and added again at the end of the day <ul style="list-style-type: none"> · To check the total sales. • This is also the way a bank deposit slip is filled out. <p>**EXTRA Get a bank deposit slip from a local bank, and transfer the numbers from the tally sheet to it.</p> <ul style="list-style-type: none"> • Use this as an opportunity to examine the different parts of the document and to understand how and why it is used. | |

| | |
|---|---|
| <p>68. STORE: DOLLARS AND CENTS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of memory • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teacher Aid: <i>Amount Cards</i> • Cash register or calculator • Assortment of bills and coins |
| <p>Set up a store situation.</p> <ul style="list-style-type: none"> • One student will draw a card with a dollar and cent amount. <ul style="list-style-type: none"> ◦ That student must give the cashier the exact amount on the card. ◦ The student “cashier” counts the money to make sure it is correct, then keys it into the “cash register”. • Another time, the student “customer” does not give the correct amount. <ul style="list-style-type: none"> ◦ If it is too little, the “cashier” will ask for more <ul style="list-style-type: none"> · Try to say what is still missing. ◦ If it is too much, the cashier must make change. <ul style="list-style-type: none"> · Enter the amount given into a calculator and subtract the amount on the card to get the change amount. ◦ If you have an actual cash register, then it will make the calculation (“amount due”, “amount tendered” may be keys on the cash register.) <p>***Because the order in which these steps are done is critical, Job Task Planning is Level 1 (even though there is choice in the order of how the money itself is counted).</p> | |

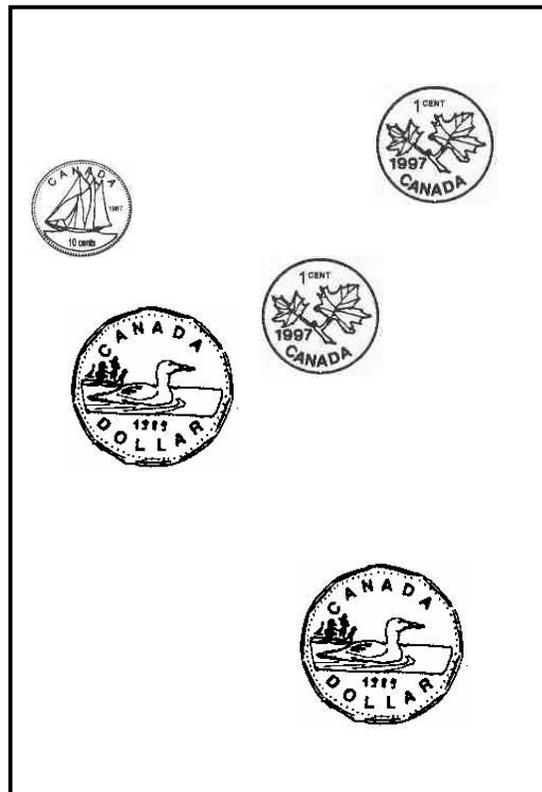
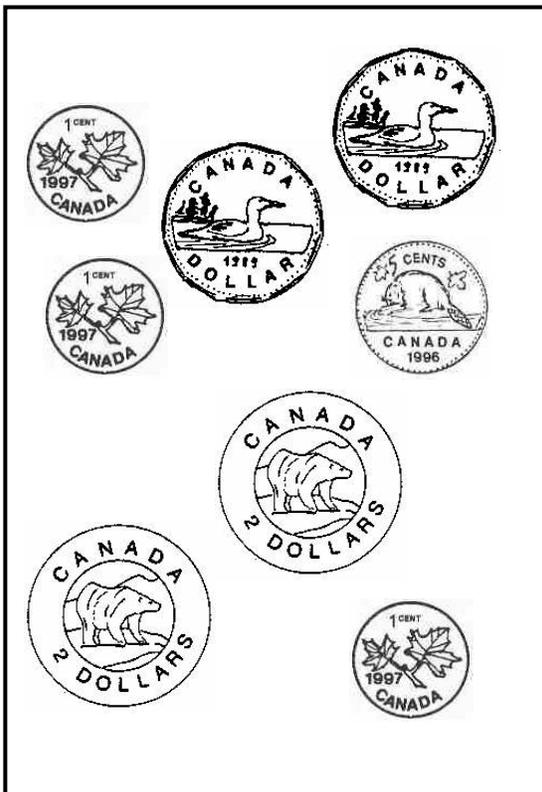
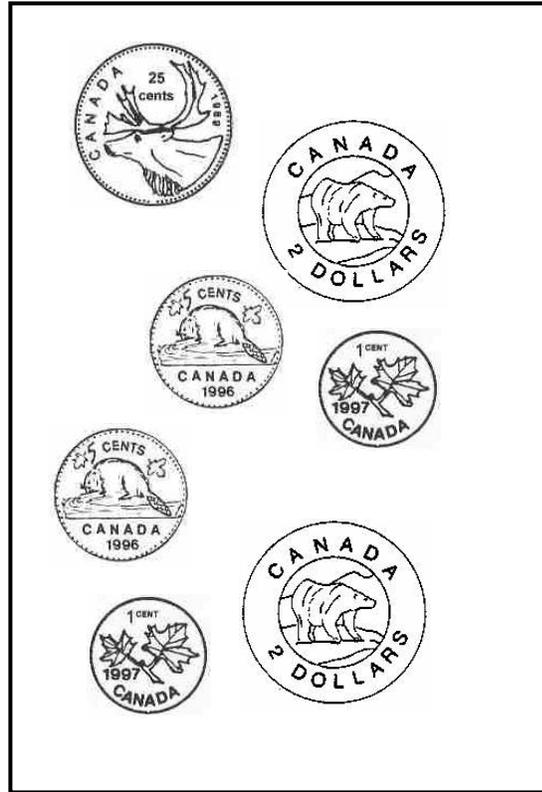
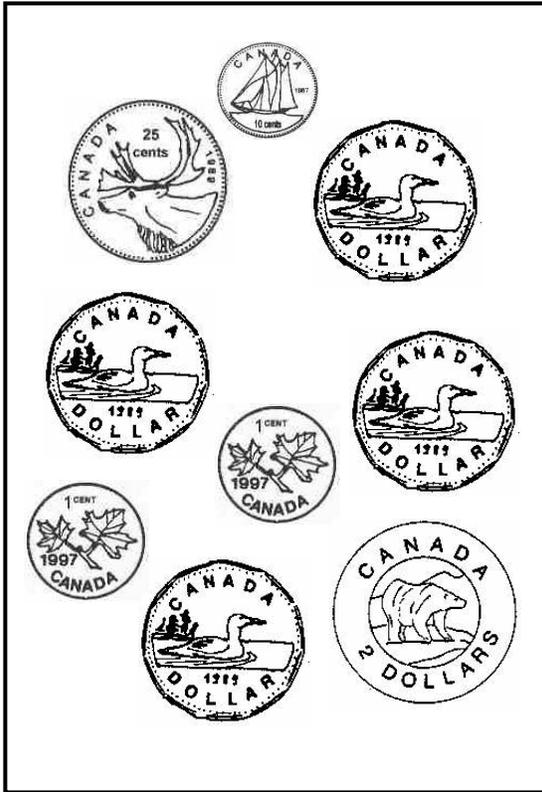
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|--|---|
| <p>69. MAKING CHANGE: STRATEGY 1</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills and coins • Teaching Aid: <i>Amount Cards</i> |
| <p>When giving change, point out to students that customers generally like to have the largest bill or coin possible. That way, they don't have to carry around so many bills and coins.</p> <p>Suggest that students look at the dollar amount first.</p> <ul style="list-style-type: none"> • If there is a number in the tens column, give that number of ten dollar bills. <ul style="list-style-type: none"> ◦ If it is a twenty, then they could give out a twenty dollar bill. • Then students should look at the number in the ones column. <ul style="list-style-type: none"> ◦ If it is more than 5, start with a five and count up to the number. ◦ If it is less than five, give toonies and loonies. • Try this out with students using different dollar amounts: \$15, \$12, \$24, \$7, \$3. <p>Then look at the cents amount.</p> <ul style="list-style-type: none"> • Count by 25s (give a quarter for each 25) up to, but not past the amount. • Count by 10s from there (giving a dime each time), then by 5s (giving nickels), and finishing with pennies. <p>Use the Teaching Aid: <i>Amount Cards</i>. The student will choose a card and make the amount using the above strategy.</p> | |

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| <p>70. MAKING CHANGE: STRATEGY 2</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills and coins |
| <p>Another strategy might be to start with a \$20 and ask if the amount of change is more or less than 20?</p> <ul style="list-style-type: none"> • If more, give a \$20. • How much remains to be given? <ul style="list-style-type: none"> ◦ If it is more than \$20 again, repeat the process. ◦ If it is less, go to the next size bill down, a \$10. ◦ Is it more or less? <ul style="list-style-type: none"> • If more, give a ten. • Repeat to see if another \$10 is needed. • If the amount still to be given is less than \$10, go down to a \$5, and follow the same procedure. <p>Try this strategy with using different dollar amounts: \$15, \$12, \$24, \$7, \$3, 32, 46, etc.</p> <p>Follow the same pattern with the cents, beginning with quarters, then dimes, nickels and finally pennies.</p> <p>Try this out with different cent amounts: .75; .70; .65; .55; .46; etc</p> | |

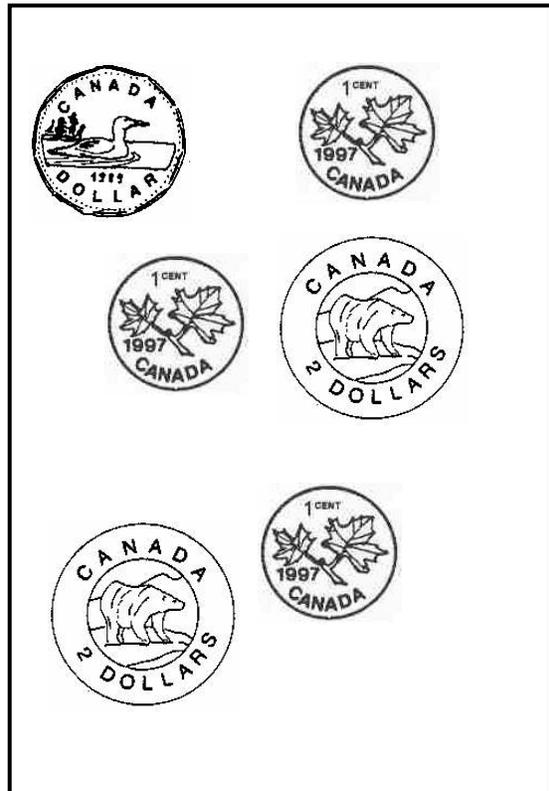
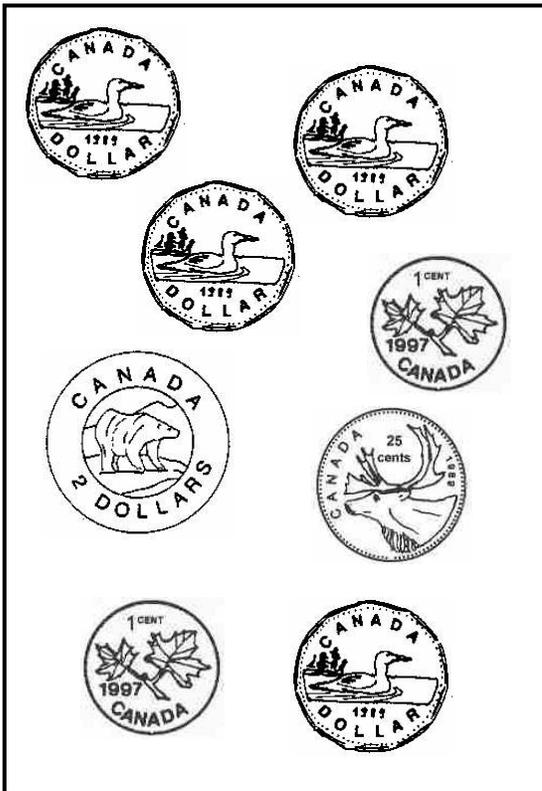
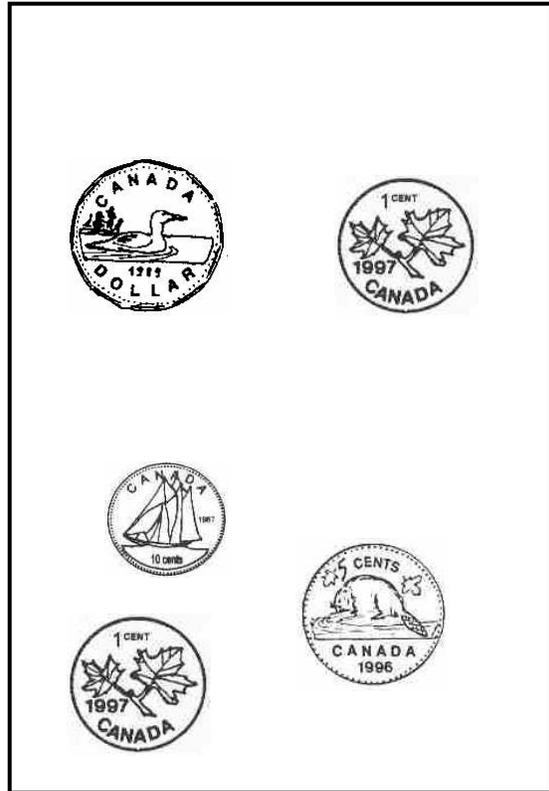
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| <p>71. COMBINING BILLS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills |
| <p>Practise these skills by giving students number amounts and saying that they can only use two coins or bills for each amount (20, 15, 12, 11, 10, 7, 6, 3).</p> | |

| | |
|--|---|
| <p>72. MAKING CHANGE</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Money Math 1 ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of bills and coins • Teaching Aid: <i>Amount Cards</i> |
| <p>Use the dollar and cent cards as amounts that might come up on the cash register to give the customer as change.</p> <ul style="list-style-type: none"> • Use the Teaching Aid: <i>Amount Cards</i>. <p>Give students practice making these amounts, using the largest bills and coins possible.</p> <p>Now remove some of the coins and bills, so that the student must use alternate combinations to make the same amounts.</p> | |

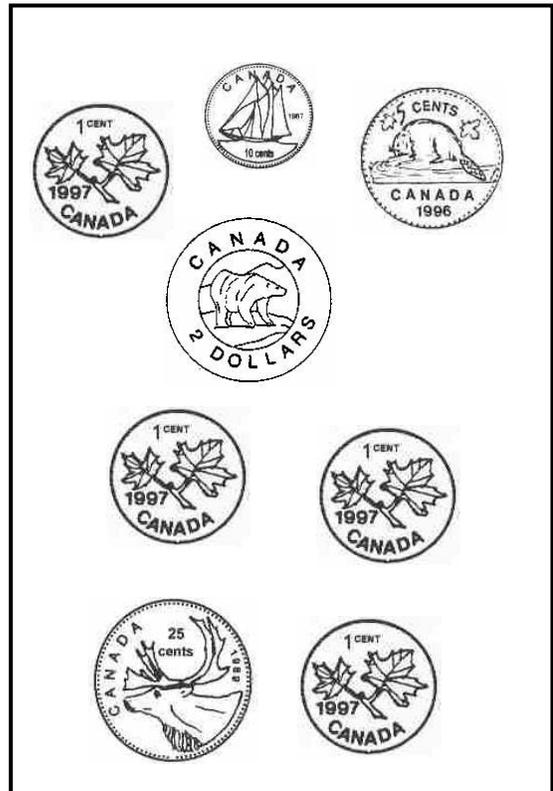
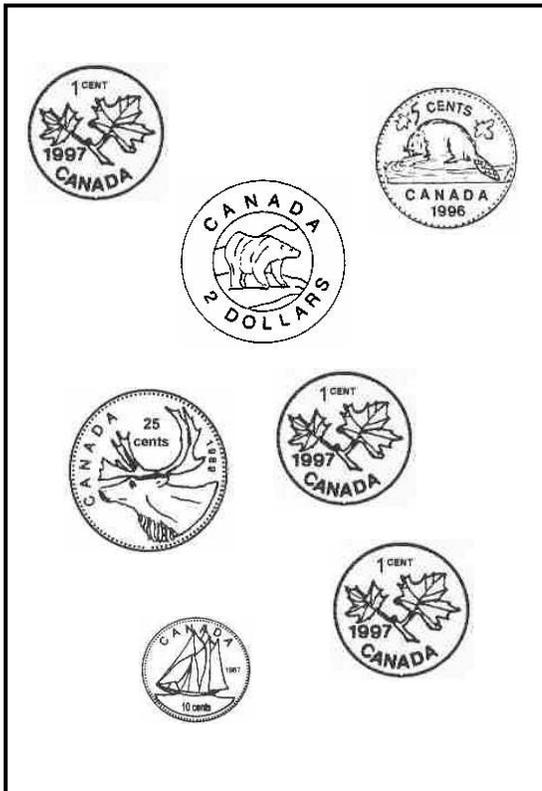
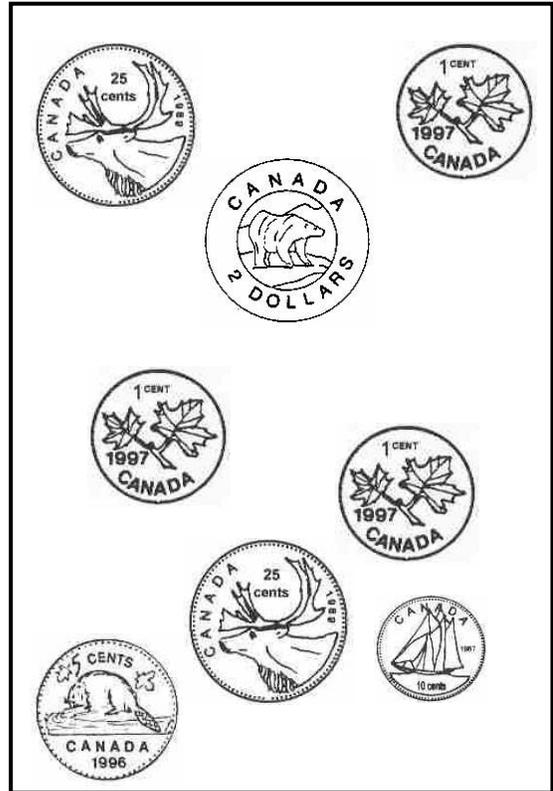
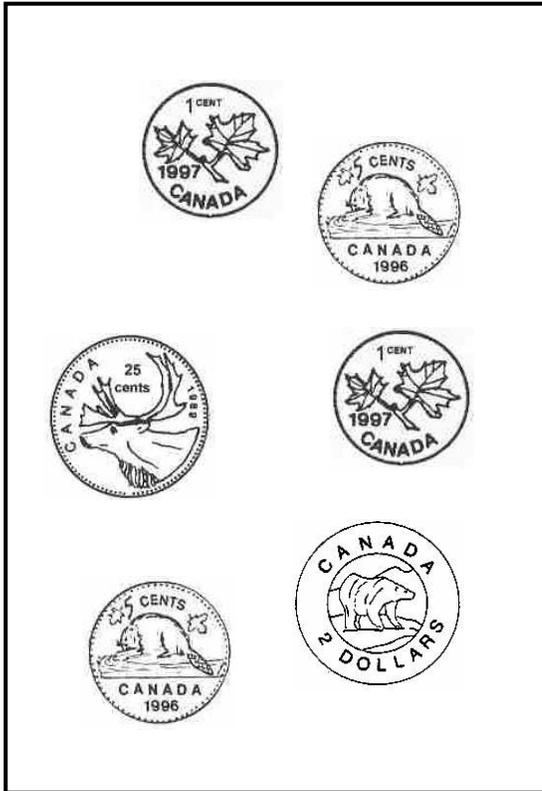
Money Cards



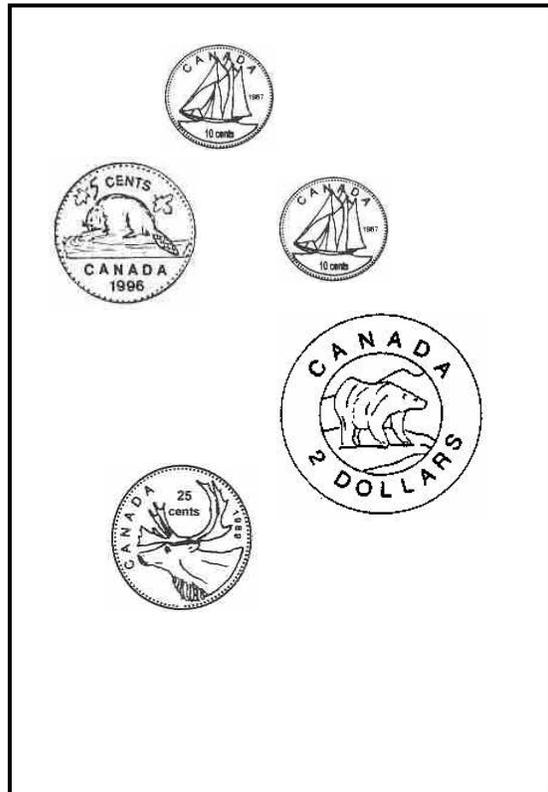
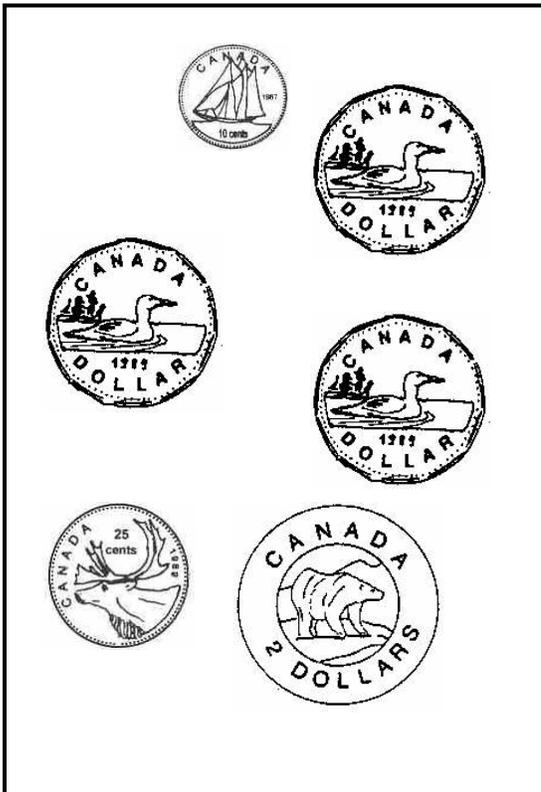
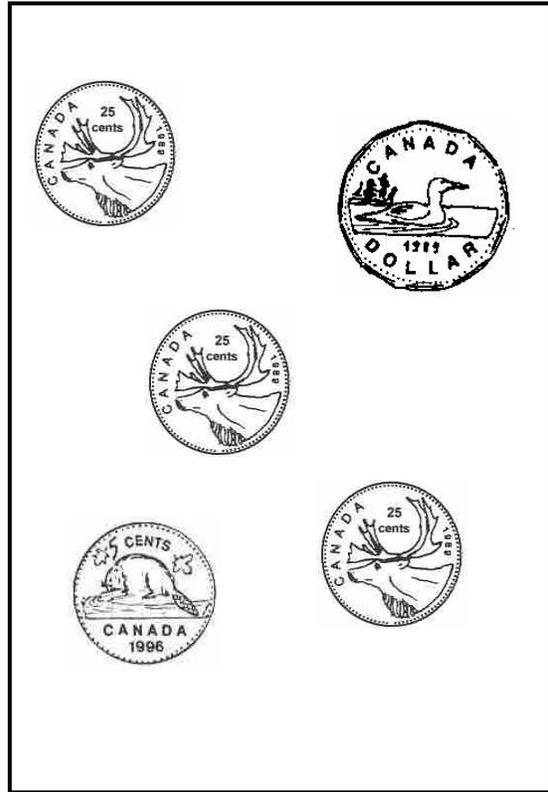
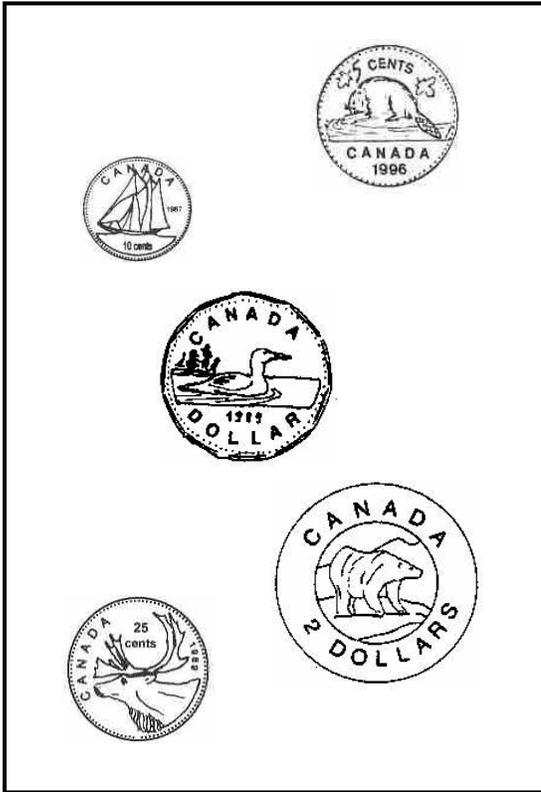
Money Cards



Money Cards



Money Cards



Amount Cards

| | | |
|----------------|----------------|----------------|
| \$27.55 | \$32.46 | \$19.99 |
| \$2.12 | \$7.98 | \$49.95 |
| \$21.89 | \$16.75 | \$5.35 |
| \$4.37 | \$31.09 | \$27.65 |

Amount Cards

| | | |
|----------------|----------------|----------------|
| \$11.93 | \$8.07 | \$1.17 |
| \$8.29 | \$11.71 | \$15.83 |
| \$4.44 | \$15.62 | \$6.08 |
| \$14.04 | \$5.03 | \$13.18 |

Amount Cards

| | | |
|---------------|----------------|----------------|
| \$1.85 | \$18.12 | \$14.86 |
| \$1.13 | \$18.87 | \$6.67 |
| \$6.40 | \$3.43 | \$3.37 |
| \$8.01 | \$11.99 | \$13.84 |

Amount Cards

| | | |
|---------------|----------------|---------------|
| \$6.27 | \$28.21 | \$2.50 |
| \$5.13 | \$2.68 | \$3.40 |
| \$6.42 | \$13.05 | \$8.37 |
| \$3.35 | \$11.99 | \$3.40 |

Each One Has Value

Match the coins to their names. Then match the names to the correct amount.



Dime

\$.25



Loonie

\$.01



Quarter

\$.05



Penny

\$1.00



Nickel

\$2.00



Toonie

\$.10

Float Tally

Write the number of each type (how many) and their value (how much).

| Type | Number | Amount |
|--------|--------|--------|
| \$20 | | |
| \$10 | | |
| \$5 | | |
| \$2 | | |
| \$1 | | |
| \$.25 | | |
| \$.10 | | |
| \$.05 | | |
| \$.01 | | |

DEMONSTRATION INSTRUCTOR PAGE

Counting the Cash

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Computer Use 1**
- **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

DEMO DESCRIPTION

The student will count varying amounts of cash consisting of coins ranging from pennies to toonies, and bills from \$5s to \$20s. The student will use various denominations to make given amounts. The student will sort and roll coins appropriately and will complete a deposit slip. The student will also compare cash to given amounts deciding if enough has been given or if change is required, and will make the change. Finally the student will go to a small restaurant and know how to pay for an order.

INSTRUCTOR NOTES

- Provide bills and coins appropriate for each task (enough coins of at least two types to roll for Task 3.)
- Use deposit slip from local bank
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks with the Essential Skills.

With student

- Review strategies for counting assortment of bills and coins
- Review process of cash transaction between customer and cashier
- Review technology use (depending on what is to be used)
- Go to cafeteria or restaurant for Task 6

ACHIEVEMENT INDICATORS

- Counted out exact cost of item in more than one way
 - Made change
 - Counted and recorded various amounts of money
 - Completed deposit slip
 - Counted float
 - Counted and rolled coins
 - Used cash register or calculator
 - Made simple purchase appropriately
 - Assessed own performance
-

Counting the Cash

TASK 1

Maria has seen a pair of jeans that she would like to buy. They cost \$29.99.

She hands the cashier the exact amount.

Use bills and coins to make this amount. Do it 2 different ways.

Counting the Cash

TASK 2

At work, Maria must count the money in her till at the start and end of the shift.

She should have \$50.00 to start.

Count the float. Does she have the correct amount?

At the end of the shift, she has much more money to count.

How much does she have now? _____

Remove \$50.00 for the next day's float.

How much is left? _____

Counting the Cash

TASK 3

Maria has a charity coin jar at her work station. People drop coins into it through the week. At the end of the week, she counts the money and rolls the coins.

Sort the coins: toonies, loonies, quarters, dimes, nickels and pennies.

Complete a deposit slip to keep record of the money.

Roll any coins that you can.

Counting the Cash

TASK 4

Maria has sold a shirt to a customer. It costs \$18.70.

The customer hands Maria a mixture of small bills and coins.



Maria counts the amount she has been given and keys it into the cash register.

How much change must she give the customer? _____

Banknotes used with permission from the Bank of Canada

Counting the Cash

TASK 5

The next customer handed Maria the following:



The purchase was for \$32.57.

Is this enough? _____

Key in the amount the customer has given Maria.

Subtract the cost.

What is the change? _____

Count out the change.

Banknotes used with permission from the Bank of Canada

Counting the Cash

TASK 6

Maria and her friend decide to go to a local restaurant for lunch.

She has less than \$10 in her purse, but she knows she can find something good to eat.

She chooses what she wants, pays, and counts her change.

Go to the cafeteria or to a small restaurant and choose what to eat. Give the cashier the money. If you have change, be sure to count it!!

DEMONSTRATION ASSESSMENT

Counting the Cash

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Money Math 1
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - **Computer Use 1**

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|--|-----------|------------|--------------|
| • Counted out exact cost of item in more than one way | | | |
| • Made change | | | |
| • Counted and recorded various amounts of money made up of assortment of bills and coins | | | |
| • Completed deposit slip | | | |
| • Counted float | | | |
| • Counted and rolled coins | | | |
| • Used cash register or calculator | | | |
| • Made simple purchase appropriately | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

Sorting by Size

Sorting by Size

In this unit, students learn to sort clothing size tags with number or letter sizes in order to assist in a retail setting. They will then sort actual clothing, using the size tags, colour and style. As well, they will be introduced to the other types of information commonly found on clothing labels.

Students will also identify and sort paper coffee cups from a local coffee shop, to see that the concepts and skills are transferrable to other retail situations.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Read and write numbers
- Know numerical order
- Know colours – able to sort by colour
- Differentiate between numbers and letters
- Know names and sounds of letters
- Understand concepts of same and different, small and large, left and right
- Identify colours by name

OBJECTIVES

Students will

- Understand the size symbols on clothing labels
- Sort size nubs by number or letter size and colour
- Differentiate between odd and even-numbered size tags
- Match size nubs to clothing labels and price tags
- Identify and sort paper coffee cups and lids by size
- Sort clothing by style and colour
- Sort clothing by size within each colour
- Arrange clothing in numerical order (size) from left to right
- Notice visually if a piece of clothing is out of place

MATERIALS

- Coloured paper tags
- Letter size tags
- Number size tags
- Labeled containers to sort size tags
- Paper coffee cups and lids from local coffee shop (small, medium, large, extra large)
- Clothing with size labels of various sizes
- Magazines and catalogs as sources for clothing cut outs
- Authentic clothing labels (students' clothing, collection of clothing)

VOCABULARY

- Adult
- Baby
- Child
- Children's
- Coffee
- Cup
- Even
- Extra
- Infant
- Label
- Large
- Lid
- Medium
- Men's
- Odd
- One size
- One size fits all
- Size
- Small
- Women's

RESOURCES

- Local coffee shop
- Local thrift store may be able to let you bring students for practical experience looking at size labels or sorting by size, style, etc.
- Any local clothing store would be a good site for a field trip

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-----|------------------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 1. | Size | | 1 | | | | | | | 1 | | | | * | | | * | |
| 2. | S,m,l, or numbers | | | | | | | | | 1 | 1 | | | | | | * | |
| 3. | Small, medium, large | | 1 | | | | | | | 1 | | | | * | | | * | |
| 4. | Extra | | 1 | | | | | | | 1 | 1 | 1 | | * | | | * | |
| 5. | One size | | 1 | | | | | | | 1 | 1 | 1 | | * | | | * | |
| 6. | Sequence of sizes | | 1 | | | | 1 | | | 1 | 1 | 1 | | * | | | * | |
| 7. | Store practice | | | | | | | | | 1 | | | | | | | * | |
| 8. | Sorting letters and numbers | | 1 | | | | 1 | | | 1 | 1 | 1 | | * | | | * | |
| 9. | Sorting s, m, l, xl | | 1 | | | | 1 | | | 1 | 1 | 1 | | * | | | * | |
| 10. | Odd / even | | 1 | | | 1 | 1 | | | 1 | 1 | 1 | | * | | | * | |
| 11. | Odd or even? | 1 | 1 | | | | | | | 1 | 1 | 1 | | * | | | * | |
| 12. | Common sizes | | 1 | | | | 1 | | | 2 | 2 | 1 | | * | | | * | |
| 13. | Clothing size tags | 1 | 1 | | | | 1 | | | 1 | 1 | 1 | | * | | | * | |
| 14. | Price tickets | | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | * | |
| 15. | English / French | | 1 | | | | | | | 1 | 2 | 1 | | * | 1 | | * | |
| 16. | What's on a label | | 1 | | | | | | | 1 | | | | * | 1 | | * | |
| 17. | Make the match | 1 | 1 | | | | | | | 1 | 1 | 1 | | * | | | * | |
| 18. | Mismatch? | | 1 | | | | | | | 2 | 2 | 1 | | | | | * | |
| 19. | How clothing is organized | | 1 | | | | 1 | | | 1 | 2 | 1 | | * | 1 | | * | |
| 20. | Sorting clothing by style & colour | | 1 | | | | | | | 1 | 1 | 1 | | | | | * | |

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-----|---------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 21. | Which way? | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 22. | Order the tags | | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 23. | Put the clothing in order | | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 24. | Folding and piling | | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 25. | Fill it up | | 1 | 1 | | | | 1 | | 1 | 2 | 1 | | * | | | | * |
| 26. | Pizza time | | 1 | 1 | | | | 1 | | 1 | 2 | 1 | | * | | | | * |
| D | Sort it Out | 1 | 1 | | | | 1 | 1 | | | 2 | 1 | | * | 1 | | | |

LEARNING ACTIVITIES

| | |
|---|--|
| <p>1. SIZE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards |
| <p>Talk with students about how they find the right size in clothing</p> <ul style="list-style-type: none"> • May be marked on the hanger, on the price ticket, or on the clothing label. <p>Show students the vocabulary word card "size" and help them to sound it out.</p> <ul style="list-style-type: none"> • Point out that sometimes this word may appear on a price ticket or on a label. • Ask if they know what sizes they wear in clothing. | |

| | |
|---|-------------------------------|
| <p>2. S, M, L OR NUMBERS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials: None</p> |
| <p>Explain that sizes are shown in different ways.</p> <ul style="list-style-type: none"> • Sometimes, they go by numbered sizes • Sometimes they go by small, medium and large. • Point out that sizes are usually small, only when compared to other items or to what would be normal or average. <ul style="list-style-type: none"> ◦ For example, a small dress for an adult would be large for a child. <p>Ask students to think of what animals are small, medium-sized, large and extra large as compared to other animals.</p> <p>Discuss the different categories sizes may relate to: infant (baby), toddler, child, women's, men's.</p> | |

| | |
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| <p>3. SMALL , MEDIUM, LARGE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards • Student Activity Sheet: <i>Small, Medium and Large</i> |
| <p>Show the vocabulary card for "small".</p> <ul style="list-style-type: none"> • Ask what sound "small" begins with. • Ask for the name of that letter and write it on the board. • Point out that "S" is often used as a symbol for small. <p>Show the vocabulary word "medium".</p> <ul style="list-style-type: none"> • Ask what sound "medium" begins with and what is the name of that letter. • Write it on the board. • Point out that "M" is often used as the symbol for medium. • Ask students what medium means (in the middle, not small or large, average). <p>Show the vocabulary word "large".</p> <ul style="list-style-type: none"> • Ask what sound "large" begins with and what is the name of that letter. • Write it on the board. • Point out that "L" is usually used as the symbol for large <p>Use Student Activity Sheet: <i>Small, Medium and Large</i>.</p> | |

| | |
|--|--|
| <p>4. EXTRA</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards |
| <p>Show the vocabulary word "extra".</p> <ul style="list-style-type: none"> • Ask what sounds are at the beginning of the word "extra". • Point out that the sounds "ecks" is also the name of the letter "x" and that is the symbol for extra. • Write it on the board. <p>Ask what it would mean if something were extra small or extra large</p> <ul style="list-style-type: none"> • Smaller than just small, or larger than just large. <p>Sometimes they will see labels that use XS or XL.</p> <ul style="list-style-type: none"> • Ask students what these symbols would stand for. • Ask students why there wouldn't be an XM (because medium is in the middle-it isn't small or large.) • What do they think XXL would stand for? | |

| | |
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| <p>5. ONE SIZE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards |
| <p>Ask students what they think "one size" means.</p> <ul style="list-style-type: none"> • The item only comes in one size. • This size will fit anybody. <p>Tell them that the symbol for this is OS; often it is spelled out: one size.</p> <p>Ask what items might be "one size".</p> <ul style="list-style-type: none"> • Scarf • Some hats | |

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| <p>6. SEQUENCE OF SIZES</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: Understanding Sizes • Teaching Aid: <i>Size Symbols</i> (one copy for each student) • Student Activity Sheet: Extra Small to Extra Large |
| <p>Show Teaching Aid: <i>Understanding Sizes</i>.</p> <p>Then, using Teaching Aid: <i>Size Symbols</i>, cut out the cards and ask students to arrange the symbols (XS, S, M, L, XL, XXL) from the smallest to the largest.</p> <ul style="list-style-type: none"> • Have students glue their set to a page to keep for reference. <p>Use Student Activity Sheet: <i>Extra Small to Extra Large</i></p> | |

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| <p>7. STORE PRACTICE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Coloured paper tags • |
| <p>Point out that someone in the store has to put the price tickets on the clothing and the size tags on the hangers.</p> <p>When the clothing is purchased, the size tag or "nub" gets taken off the hanger and thrown into a bin. They then have to be sorted.</p> <p>Explain that sometimes the tags are coloured, and this is often an easy way to sort them.</p> <ul style="list-style-type: none"> • Give students the coloured paper tags. • Ask them to sort them into piles by colour. • Have students note if they make a mistake | |

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| <p>8. SORTING LETTERS AND NUMBERS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Size Tags</i>, some letters (S, M,L, XL) and some numbers |
| <p>Give students a bin of paper size tags, some letters and some numbers.</p> <ul style="list-style-type: none"> • Ask students to sort the letters from the numbers. | |

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| <p>9. SORTING S, M, L, XL</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Scheduling or Budgeting & Accounting 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Paper size tags (letters only) from previous activity • Labeled containers (small, medium, large, extra large) |
| <p>Then ask students to sort the letters into separate containers for small, medium, large and extra large.</p> <ul style="list-style-type: none"> • All the letters in each container should be the same. | |

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| <p>10. ODD / EVEN</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Chalk or white board, or chart paper & markers • Vocabulary cards • Teaching Aid: Even and Odd Number Lines |
| <p>Explain that clothing sizes are sometimes even numbers and sometimes odd numbers.</p> <ul style="list-style-type: none"> • Show the vocabulary card “even”. <p>To explain even numbers, ask students to count to ten.</p> <ul style="list-style-type: none"> • Write the numbers on the board. • Tell them that even numbers all have partners. <ul style="list-style-type: none"> ◦ For example, if they were drawing one circle, it does not have a partner, so it is odd. ◦ Two circles do have each other. Circle the number 2. ◦ Three has one set of partners, but then has one extra or "odd man out", so three is an odd number. ◦ Four has two sets of partners, so circle number 4. ◦ Repeat with drawings up to 10. • Then ask students if they notice any pattern <ul style="list-style-type: none"> ◦ Every other number is even. • Explain that they are the numbers used when counting by 2 's. • Practise counting by 2s up to 100. • Have them notice the repeating pattern in the final digit (2,4,6,8,0). <p>Show students the word "odd".</p> <ul style="list-style-type: none"> • Help them to sound out the word. • Ask students to read the odd numbers <ul style="list-style-type: none"> ◦ The ones not circled; the ones without partners. • Explain that any number that ends in 1, 3, 5, 7 or 9 is an odd number. <p>Show Teaching Aid: Even and Odd Number Lines.</p> | |

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| <p>11. ODD OR EVEN?</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Odd or Even?</i> • Student Activity Sheet: <i>Find the Even Numbers</i> • Student Activity Sheet: <i>Find the Odd Numbers</i> |
| <p>Give students a number and ask if it is even or odd.</p> <p>Give students practice with even and odd numbers using Student Activity Sheets: <i>Odd or Even?</i> , <i>Find the Even Numbers</i>, and <i>Find the Odd Numbers</i>.</p> | |

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| <p>12. COMMON SIZES</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers |
| <p>Write the most common size numbers (0 – 24) and (1 – 15) on the chart paper.</p> <ul style="list-style-type: none"> • Ask which are even or odd size numbers. • Explain that usually either even OR odd sizes will be used, not both. • Ask if they have seen this when shopping for clothes. <p>If the size range is from 0 – 20,</p> <ul style="list-style-type: none"> • Which ones would they call small? • Which would they call medium? • Which would be called large? • Suggest that extra large might be numbers higher than 20 (22 -24). • Explain that there is no straight match of numbers and letters. <p>Explain that the much larger size numbers (30's) are sometimes used for blouses or shirts that use chest size, or pants that use hip sizes in inches.</p> <p>Explain that men's dress shirts often use the neck measurement (in inches and half inches), and may also include the sleeve length (for long sleeved shirts.)</p> | |

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| <p>13. CLOTHING SIZE TAGS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Scheduling or Budgeting & Accounting 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Containers labeled “odd numbers” and “even numbers” |
| <p>Give students a container full of size tags.</p> <ul style="list-style-type: none"> • Ask students to sort them into "odd" or "even" number containers. | |

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| <p>14.PRICE TICKETS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • Price tags |
| <p>Show students a price ticket.</p> <p>Look at the basic information which is on it:</p> <ul style="list-style-type: none"> • Bar code, • The size • The price. • Sometimes other information about where it is made or the product name may be included as well. <p>Ask students how they can find the size (either a letter or word).</p> | |

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| <p>15. ENGLISH / FRENCH</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Clothing labels • Price tickets |
| <p>Explain that sometimes on price tickets and clothing labels, the size is written in both English and French.</p> <ul style="list-style-type: none"> • Show labels from clothing and some price tickets so all can see the two letters. • Show students on the board that small may be written <i>S/P</i>. "S" is for "small" in English and "P" is for "petit or petite", which is small in French. • "M" stands for medium in both English and French, and so the label will read <i>M/M</i>. • Ask students what the "L" stands for in <i>L/G</i> (large in English) and then tell them that the "G" stands for ("grand or grande", which is large in French). • Extra large will be written <i>XL/TG</i>. (TG means "tres grand/e"). <ul style="list-style-type: none"> ◦ Ask where the English is written. (XL) | |

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| <p>16. WHAT'S ON A LABEL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Use Teaching Aid: What's on a Clothing Label? • Selection of clothing with different types of labels |
| <p>Tell students that there are often several types of information on a clothing label.</p> <ul style="list-style-type: none"> • Ask if they know what these might be. <p>Suggest they look at their own clothing or at clothing you have brought in to see what is on the label.</p> <ul style="list-style-type: none"> • Manufacturer or designer, • Size, • Materials, • Washing instructions, • Country where made. <p>Ask if they know where to look.</p> <ul style="list-style-type: none"> • Neck, • Side seam, • Back waist <p>Use Teaching Aid: <i>What's on a Clothing Label?</i></p> <p>Ask students to check their own clothing labels for sizes.</p> <ul style="list-style-type: none"> • See if they can find the size symbol and read it. • Is the size the same on all pieces they have. • Remind students that clothing manufacturers don't use standard size forms. <ul style="list-style-type: none"> ◦ Sometimes, M will fit them in one kind of sweatshirt, for example, while L may be needed in another make of sweatshirt. • It is best to try on clothes, if possible, before buying, rather than just looking at the label size. | |

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| <p>17. MAKE THE MATCH</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of clothing with intact size labels • Variety of size tags and price tickets to match the clothing (you make this yourself) • Student Activity Sheet: <i>Make the Match</i> |
| <p>Sometimes in a store, a size tag is attached to a hanger so the customer can easily see what size the clothing is. A price ticket is also attached to the clothing itself.</p> <p>Give students several items of clothing, with corresponding price tickets and size tags (you will have to make these yourself to match the clothing that you find).</p> <ul style="list-style-type: none"> • Ask students to match size tags with price tickets. • If they were putting size tags on hangers, they would be expected to find the size that matched. <p>Give Student Activity Sheet: <i>Make the Match</i> so they have a paper record to put in their binder for future reference.</p> | |

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| <p>18. MISMATCH?</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 • Continuous Learning | <p>Materials: None</p> |
| <p>If students were shopping and found the size tag was different from the price ticket or the clothing label, which do they think would likely be most accurate</p> <ul style="list-style-type: none"> • Clothing label. <p>What could you do as the customer if you found a mismatch?</p> <ul style="list-style-type: none"> • Take it to a salesperson in the store. <p>Ask what someone working there would need to do to fix the problem.</p> <ul style="list-style-type: none"> • Change the tag and / or ticket so that all match the clothing label. | |

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| <p>19. HOW CLOTHING IS ORGANIZED</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Digital camera if desired • Student Activity Sheet: <i>Out of Order</i> |
| <p>Take a trip to a clothing store.</p> <ul style="list-style-type: none"> • You could ask permission from the store manager to photograph some of the racks and shelves to support further discussion in the classroom. <p>Discuss with students the importance of some kind of sorting to help customers find what they are looking for.</p> <ul style="list-style-type: none"> • Ask students to note how clothing is sorted. <ul style="list-style-type: none"> ◦ For example, sorted by men's or ladies' wear, similar types of clothing put together, sorted by styles, by colours, also by sizes. • Look at one section, for example, pants. <ul style="list-style-type: none"> ◦ Check to see if all the same sizes are together, or mixed up. ◦ Is there an order? (left to right, right to left, or is the rack circular? Small sizes to large sizes, etc.) ◦ Are there size dividers on the rack? ◦ Are all of the same colour together? ◦ Are all of the same style together? <p>Back in the classroom,</p> <ul style="list-style-type: none"> • Ask what would be most helpful for a customer. (ordered) • Ask why some items are out of order. (customers don't put things back in the right place; lack of staff to sort the shelves, etc.) • Tell them that one job in a retail setting is to check the order of stock on the shelves or racks, and to put in order things that have got out of order. <p>Use Student Activity Sheet: <i>Out of Order</i> to practise and to have a paper record of this skill.</p> | |

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| <p>20. SORTING CLOTHING BY STYLE AND COLOUR</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Sorting Clothing</i> |
| <p>Use Teaching Aid: <i>Sorting Clothing</i>.</p> <ul style="list-style-type: none"> • You can make more of these sheets using catalogues and magazines, varying the styles and colours. • Give students the cut-out clothing. • Ask them to put similar types of clothing (pants, shirts, T shirts or dresses) together, and then to divide further by colour. • Ask students how they would know if they had sorted incorrectly (one piece of clothing would stick out). | |

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| <p>21. WHICH WAY?</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper or chalk board & markers |
| <p>Explain that clothing may be arranged in numerical order from left to right.</p> <p>Ask students to put up their left hands.</p> <ul style="list-style-type: none"> • Explain that the clothing sizes start on the left and go to the right. • Draw an arrow on the board, left to right. • Ask them to write numbers 2-20 (even numbers only) from the left to the right. • Point out this is the way we read and write. <p>Give a scenario to the student.</p> <ul style="list-style-type: none"> • You are trying to find a particular size of ladies' shirts for a customer. • You start in size 10. • Which way would you go to find size 16? • Which way would you go to find a size 6? • Students may refer to the number line on the board if they are having difficulty. <p>Continue giving other scenarios till this skill is comfortable.</p> | |

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| <p>22. ORDER THE TAGS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Size Markers</i> • Clothing rail (could be a dowel or shower curtain rail; anything that will support hanging several items of clothing.) |
| <p>Use Teaching Aid: <i>Size Markers</i>.</p> <ul style="list-style-type: none"> • Ask students to put the clothing size tags in order from left to right, according to numerical order. • Suggest that they look for the smallest size first. • Then they should look for the next smallest and so on. • Have them hang the tags on the clothes rail from left to right, smallest to largest. <p>This activity can be redone, using sizes S, M, L, XL, etc. or, by using the odd-number sizes.</p> | |

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| <p>23. PUT THE CLOTHING IN ORDER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Clothing rail with size tags • Hangers • Assorted clothing to hang (check that the sizes are all even numbers) |
| <p>Use the pile of clothing.</p> <ul style="list-style-type: none"> • Ask students to put each item on a hanger and place it in the correct place on the clothing rail that has the size tags on. • The first (smallest tag) will be on the left and any articles that size will come after it; then comes the next size tag, and so on. <p>This activity can be redone, using clothing that is sized s, m, l, etc or that uses odd number sizes.</p> | |

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| <p>24. FOLDING AND PILING</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of T-shirts in various sizes |
| <p>Some clothing is not hung on hangers, but is folded and piled.</p> <ul style="list-style-type: none"> • Ask what kind of clothing is usually displayed this way. <ul style="list-style-type: none"> ◦ Sweaters ◦ Sweatshirts ◦ Track pants ◦ T-shirts, etc. <p>Ask whether it could be sorted as well.</p> <p>Teach students how to fold a T-shirt neatly.</p> <p>Have students sort the clothing by sizes and fold each piece, placing it neatly on a shelf, small at the top of the pile, extra large at the bottom.</p> <ul style="list-style-type: none"> • Or, make separate piles for each size. | |

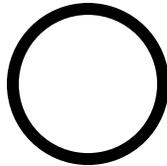
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| <p>25. FILL IT UP</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Paper coffee cups and lids obtained from local coffee shop, sizes small, medium, large and extra large • Mounting board and staples or glue • Markers and labels |
| <p>Explain that other things are sorted by sizes. (coffee cups, shoes, tires, pizza, etc)</p> <p>Give them the coffee cups and lids, and ask them to put them in order from smallest to largest, left to right.</p> <ul style="list-style-type: none"> • Have them write a label for each, naming the size. • Staple or glue the cups and lids with corresponding labels to a board for future reference and display it in the classroom. | |

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| <p>26. PIZZA TIME</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Pizza boxes from local pizza shop, in small, medium, large and extra large sizes • Cardboard circles (in diameters to match boxes) • Display board and glue, markers, labels |
| <p>Give students the pizza boxes and cardboard circles.</p> <ul style="list-style-type: none"> • Ask them to match each circle to the appropriate box. • Mount these on a display board, and have students write the labels (as in Activity 24). | |

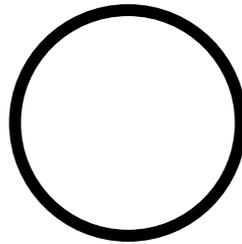
Understanding Sizes



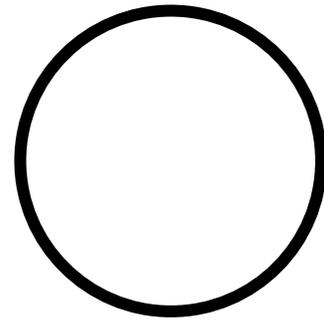
Small



Medium



Large



Extra Large

S = small

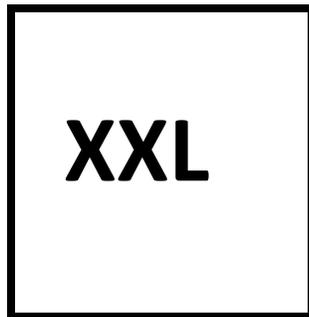
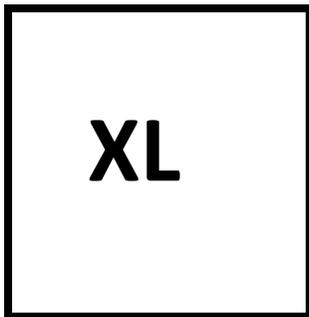
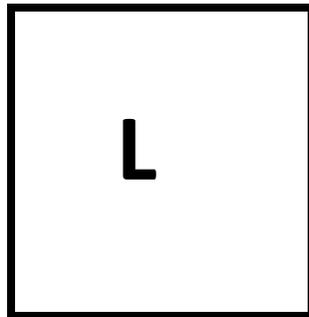
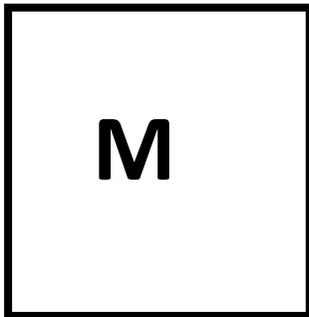
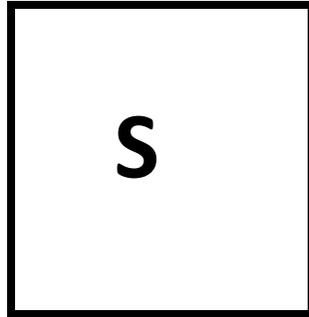
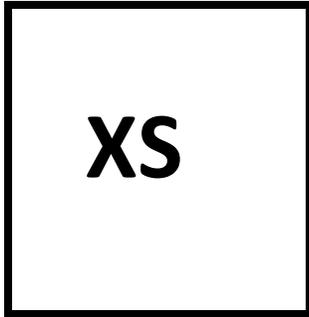
M = medium

L = large

XL = extra large

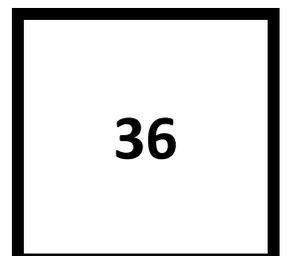
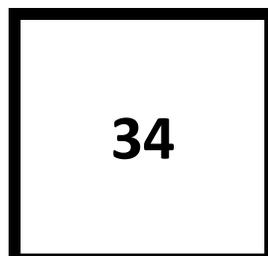
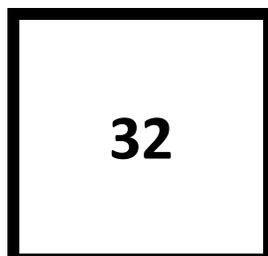
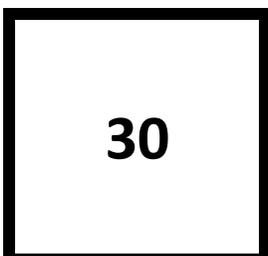
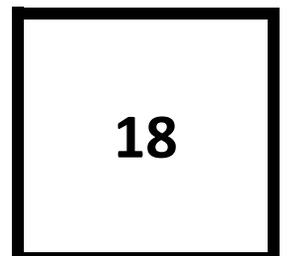
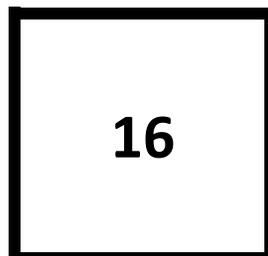
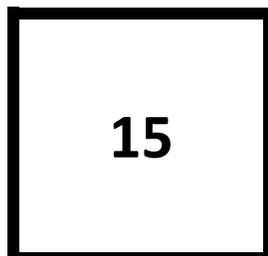
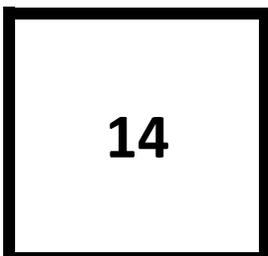
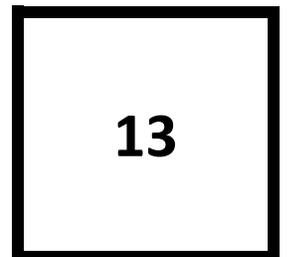
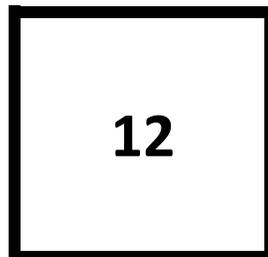
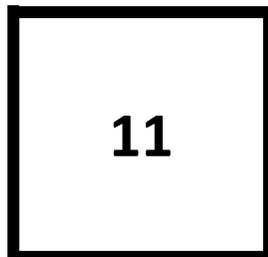
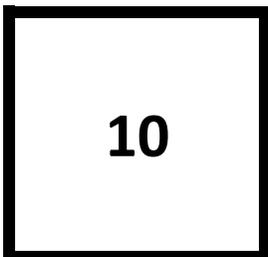
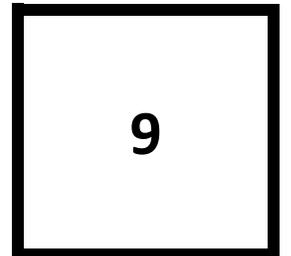
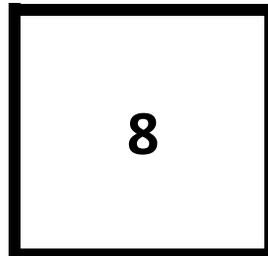
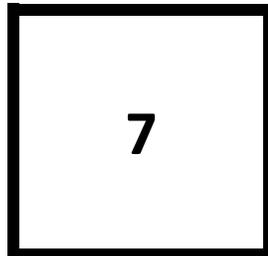
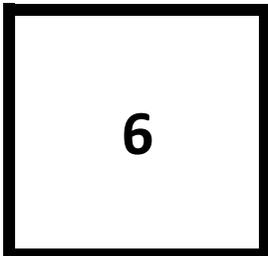
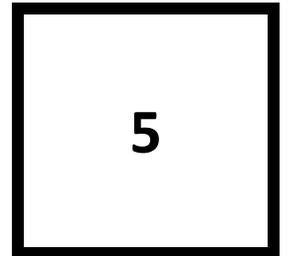
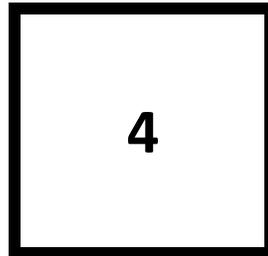
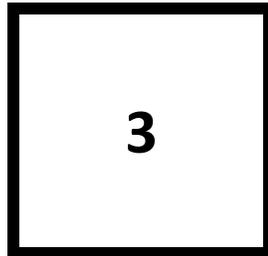
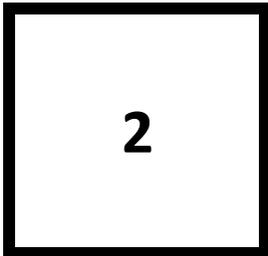
Size Symbols

Photocopy and cut out a set for each student.



Size Tags

Photocopy onto heavy paper and cut out. (Make several copies.)



Size Tags, cont.

38

40

42

44

XS

S

M

L

XL

S

M

L

XL

XS

S

M

L

XL

XXL

S

Odd and Even Number Lines

Odd number line

1 3 5 7 9 11 13 15 17 19 21 23 25

27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49 ...

Even number line

2 4 6 8 10 12 14 16 18 20 22 24 26

28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48 ...

What's on a Clothing Label?

XL 50% Cotton
50% Polyester
FRUIT OF THE LOOM
Made in U.S.A.

14
100 % COTTON
Made in Canada

65% POLYESTER
35% COTTON
Made in Malaysia
XL/TG

SIZE/GRANDEUR M/M
100 % COTTON
MADE IN INDIA

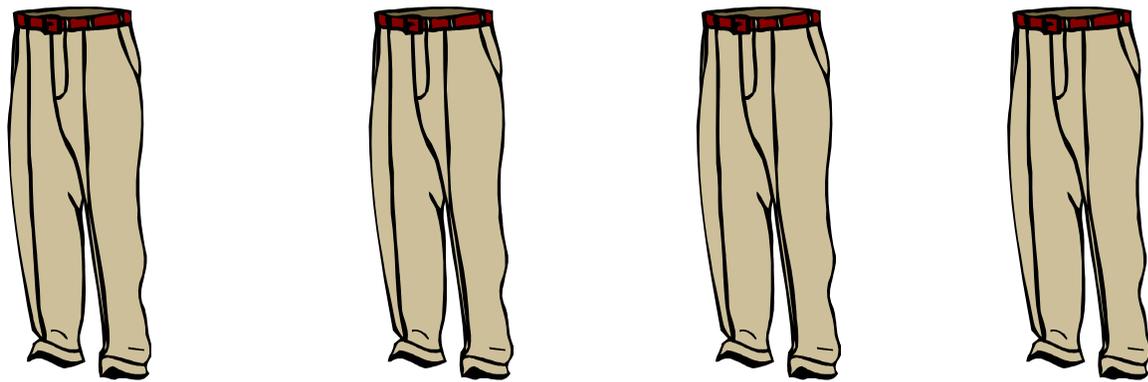
TIP TOP CLASSICS
100% COTTON
L/G

Sorting Clothing

Colour-photocopy and cut out individual pieces. You may want to glue them to card stock for multiple uses.

Give the student at least two different items using the same colour, so that they can sort by colour. Use at least two different types of clothing.

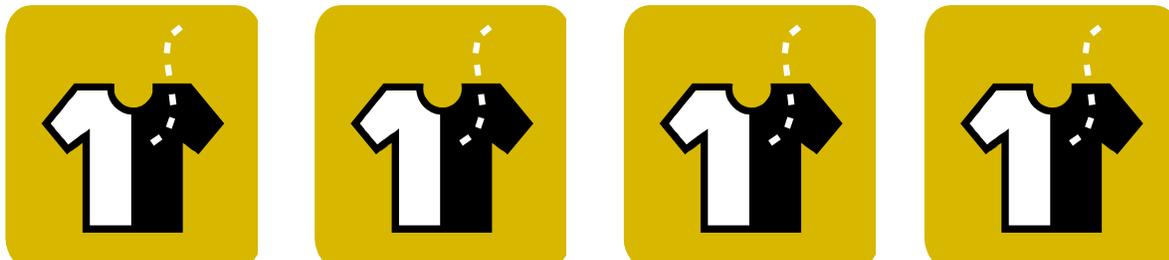
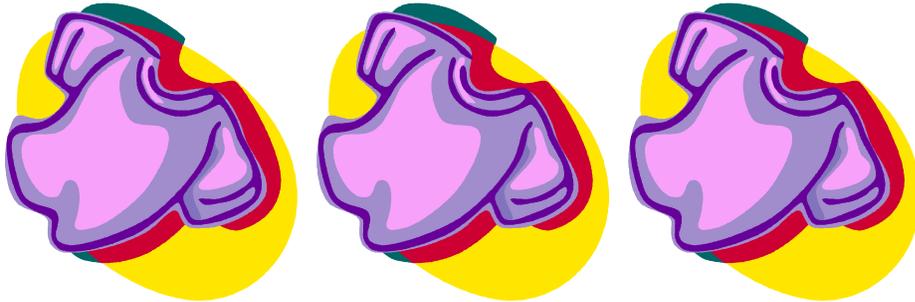
You can use catalogues or magazines to make more of your own.



Sorting Clothing



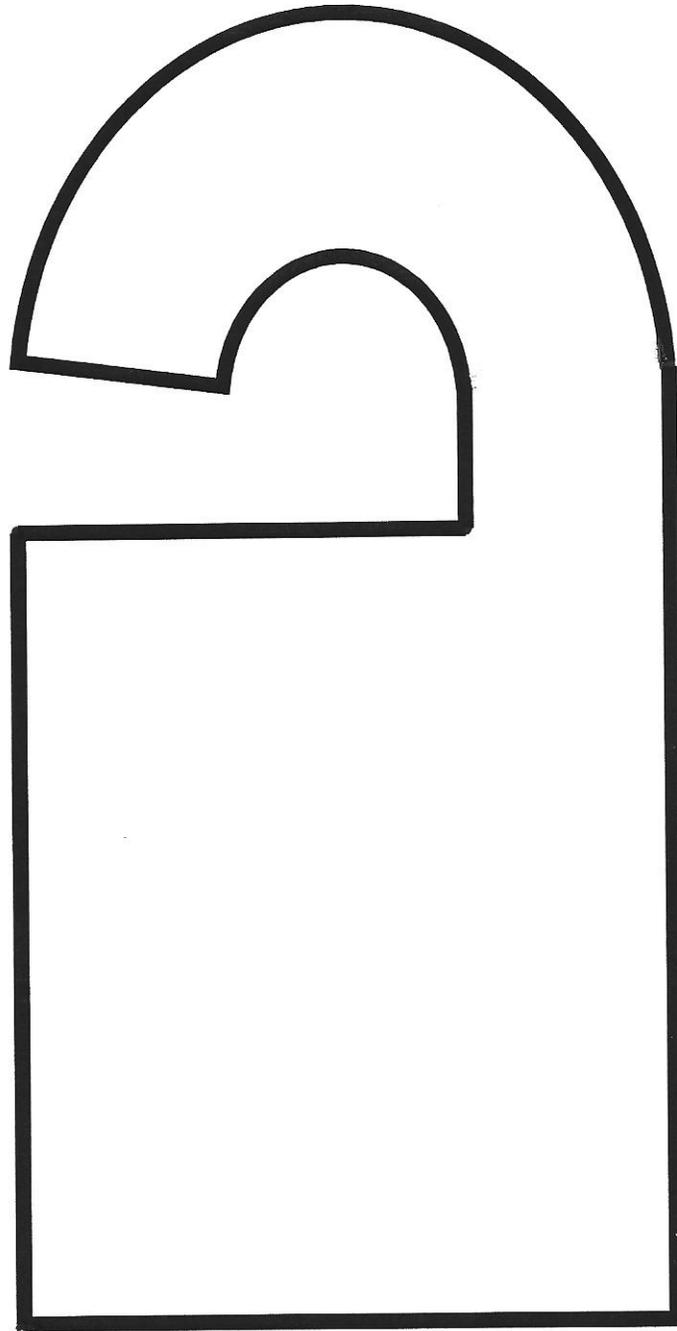
Sorting Clothing



Sorting Clothing



Size Markers



Small, Medium and Large

Write the words “small”, “medium”, and “large” beside the correct cup.







Extra Small to Extra Large

Draw lines to match the shirt to the size.

XS



S



M



L



XL



XXL



Odd or Even?

Circle the correct answer. Is the number an odd number or an even number?

2

odd even

7

odd even

9

odd even

10

odd even

11

odd even

12

odd even

14

odd even

15

odd even

20

odd even

21

odd even

26

odd even

30

odd even

33

odd even

36

odd even

42

odd even

49

odd even

4

odd even

13

odd even

18

odd even

22

odd even

Find the Even Numbers

Circle all the even numbers on the page.

2

7

8

10

14

15

18

20

3

34

17

26

35

40

50

3

44

55

49

17

61

73

84

2

9

1

12

36

4

13

99

28

Find the Odd Numbers

Circle the odd numbers on the page.

22

33

17

4

6

11

26

5

18

15

7

10

3

21

34

15

2

27

45

60

13

9

92

33

47

18

19

24

16

42

55

14

1

Make the Match

Match the label with the size tag.

Made in Taiwan
100% cotton
Size L/G

M

Cotton Works
50/50 cotton / polyester
Made in Canada
M/M

S

Blue Jeans
100% cotton polyester
Made in Canada
Size XL/TG

L

50 / 50 cotton / rayon
Size small

XL

Make the Match cont.

M/M
100% cotton
Made in Canada

L

20145 20063
Small
\$19.99

12

Size/Grandeur L/G
65% cotton / 35% polyester
Made in China

S

Made in India
12
45609 55112
\$34.39

M

Out of Order

You are working in a clothing store and have been asked to check the size tags on each rack and put the clothing in order from left to right, from smallest to largest. There may be more than one item of the same size.

For each row of sizes, circle the size that is out of order, and rewrite the sizes in order.

1. S, S, M, L, M, XL: _____

2. 6, 8, 8, 12, 10, 10, 12: _____

3. 5, 7, 11, 9, 13: _____

4. 28, 30, 32, 36, 34: _____

5. 3, 5, 9, 7, 11, 13: _____

6. 8, 10, 14, 18, 16: _____

For each of the following, put the sizes in the correct order from left to right, smallest to largest.

1. 5, 3, 5, 7, 11, 7, 5, 9: _____

2. 12, 10, 8, 12, 14, 14, 8: _____

3. L, S, XL, XXL, M, XS, L: _____

4. 36, 34, 32, 34, 30, 34: _____

DEMONSTRATION INSTRUCTOR PAGE

Sort it Out

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
- **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student will sort out clothing, collected in a laundry basket, according to specific instructions. In addition, the student will be asked to identify comparative sizing, in a context other than clothing.

INSTRUCTOR NOTES

- Provide a laundry basket filled with a selection of clothes items with intact and legible manufacturers’ labels. The basket should contain items of different colours (but with multiples of some colours), different sizes (multiples of some sizes), and different types (T-shirts, pants, etc. again with multiples of some types.)
- Prepare a few price tags to match with selected items For example.



With student

- Read tasks aloud if necessary

ACHIEVEMENT INDICATORS

- Sorted clothing according to colour
 - Sorted clothing according to type (T-shirt, pants, etc)
 - Sorted clothing according to size
 - Matched appropriate price tags to labeled clothing
 - Prepared a take out order according to request
 - Assessed own performance
-

Sort it Out

TASK 1

Your instructor has brought in a laundry basket full of clothes. You must sort them according to

- a) Colour: Have your instructor check your sorting.
- b) Type (T-shirt, pants, etc): Have your instructor check your sorting.
- c) Size: Have your instructor check your sorting.

Sort it Out

TASK 2

Your instructor has some prepared price tags.

- Using the information on the price tag, locate the correct item of clothing.
- Pin the price tag on it.
- Now hang it neatly on a hanger, or fold it neatly.
- Arrange the hangers on a clothes rail, from left to right in order from smallest to largest.
- Arrange the folded items in piles, on a shelf or table, from left to right, smallest to largest.

Sort it Out

TASK 3

You are working in a pizza shop.

A customer comes in and orders one small pizza and an extra large pizza, to go.

She also orders a medium and a large coffee, to go.

- Using the boxes and cups provided by your instructor, put together her order.

Sort it Out

TASK 4

Self Evaluation

| TASK | I CAN | DATE |
|--|-------------------------|------|
| I can sort clothing according to <ul style="list-style-type: none"> • Colour • Type • Size | € Yes € Yes € Yes | |
| I can put a price tag on the correct item of clothing. | € Yes | |
| I can fold clothing neatly. | € Yes | |
| I can hang items neatly on hangers. | € Yes | |
| I can arrange hangers from <ul style="list-style-type: none"> • smallest to largest, • left to right | € Yes € Yes | |
| I can identify different sizes of pizza boxes | € Yes | |
| I can identify and select different sizes of take-out coffee cups. | € Yes | |
| I feel confident judging the sizes of different things. | € Yes | |
| I feel confident arranging items neatly and in order. | € Yes | |

DEMONSTRATION ASSESSMENT

Sort it Out

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

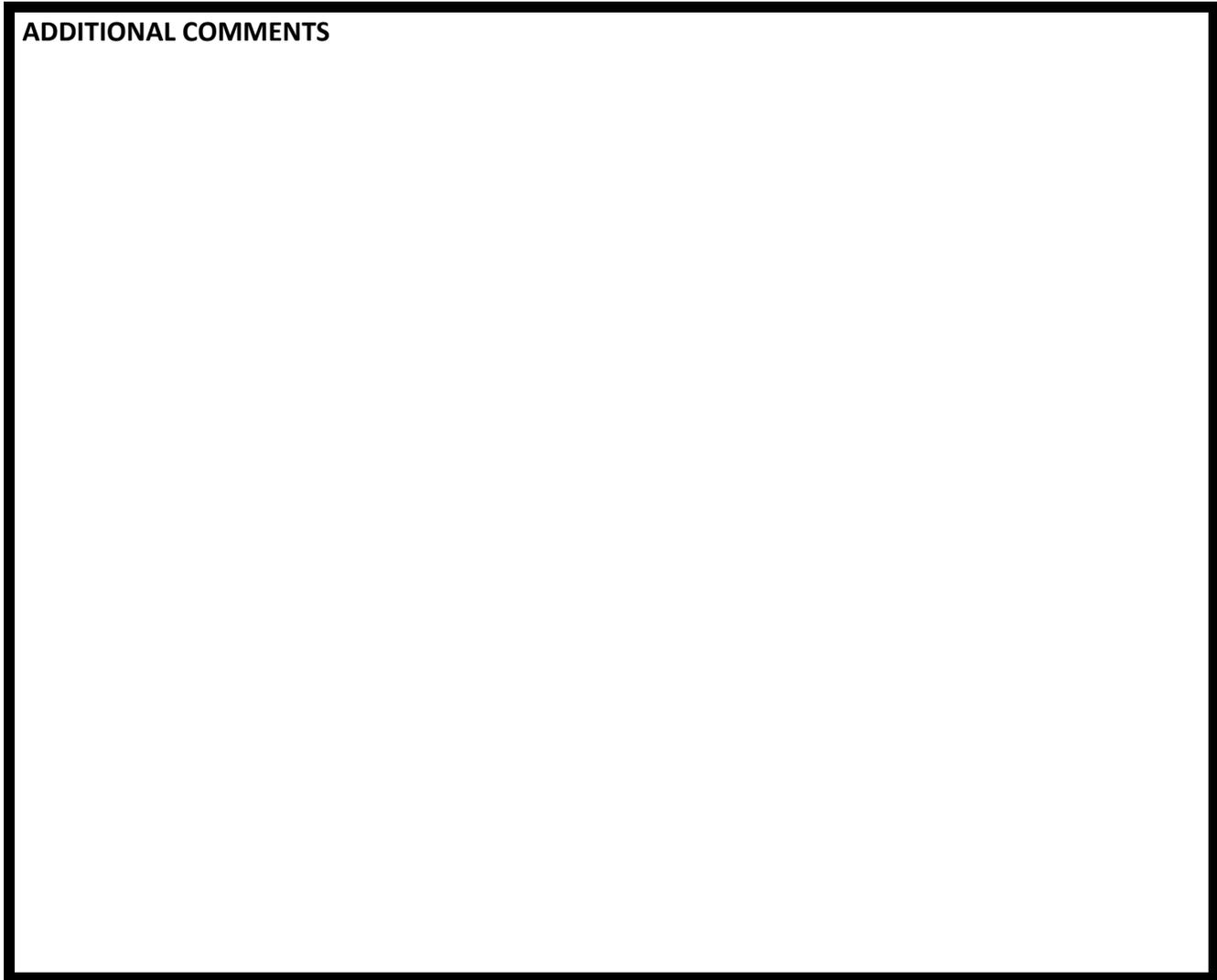
Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Numeracy**
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
 - **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| • Sorted clothing according to colour | | | |
| • Sorted clothing according to type (T-shirt, pants, etc) | | | |
| • Sorted clothing according to size | | | |
| • Matched appropriate price tags to labeled clothing | | | |
| • Prepared a take out order according to request | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS



Matching UPC Numbers

Matching UPC Numbers

In a retail setting, employees may have to key in a UPC number at a cash register, check UPC numbers against price labels on shelves or in advertisements, search for an item by UPC number on a shelf or in a warehouse. It is a key part of managing inventory, taking stock of product on hand and knowing when to order more, as well. Being able to remember several numbers accurately, in sequence, or to be able to compare two codes quickly and accurately is important.

In this unit, students will copy UPC numbers accurately, match numbers to those on a list, and match numbers to UPC numbers on products in a storeroom in order to obtain the needed products in a retail setting.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Reading and writing numerals
- Remembering three numbers at a time
- Understanding concepts of “same” and “different”

OBJECTIVES

Students will

- Understand what UPC numbers are and what they are used for
- Find and identify UPC numbers on products
- Copy UPC numbers accurately
- Match written numbers to UPC numbers listed on the computer or labeled on a carton

MATERIALS

- Variety of products with UPC numbers (some same and some different)
- Cash register, computer or calculator
- Cut out UPCs: collect a large numbers of these, some identical, some different. Try to have some that are very similar and some that are quite different. You could make multiples by photocopying.

VOCABULARY

- Inventory
- Universal Product Code
- UPC

RESOURCES

- The best resource is a local store: make a field trip to see how the codes are found on products, on shelf labels, on advertising posters in the store, on boxes containing products.

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|-----|-------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 1. | UPC numbers | | | | | | | | | 2 | 1 | | | * | | | | * |
| 2. | Examine code | | 1 | | | | | | | 1 | | | | | | | | * |
| 3. | Locate UPC numbers | | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | | * |
| 4. | Compare codes | | 1 | | | | | 1 | | 1 | | 1 | | * | 1 | | | * |
| 5. | Remembering and copying | 1 | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | | * | 1 | * |
| 6. | Copy UPC numbers | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | 1 | | 1 | * |
| 7. | Comparing the codes | 1 | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 8. | Find that code! | 1 | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | | | | * |
| 9. | Copy and match | | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 10. | Find the product | | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 11. | Field trip | | 1 | | | | | 1 | | 2 | 1 | 1 | | * | 1 | | | * |
| D | Get the code | 1 | 1 | 1 | | 1 | | | | | 1 | 1 | | * | 1 | | | |

LEARNING ACTIVITIES

| | |
|--|--|
| <p>1. UPC NUMBERS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards |
| <p>Ask students what cashiers often do to get the price to come up on the cash register</p> <ul style="list-style-type: none"> • Scan the code on the product. <p>Explain that most products in stores now have product codes called UPC's.</p> <ul style="list-style-type: none"> • This is a ten-digit number that tells the product apart from all other products. • All examples of that product will have the same UPC. (for example, all Campbell's Tomato soup of a certain size.) • Tell them that UPC means "universal product code." • Use the vocabulary cards to teach "UPC" and "universal product code" <p>Ask students how this will help the stores</p> <ul style="list-style-type: none"> • Fewer mistakes keying in the prices, • Faster, • Product sold can be taken out of the number listed for that product so up-to-date inventory is kept. | |

| | |
|---|--|
| <p>2. EXAMINE CODE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • A UPC enlarged and shown on overhead, or sample code for each student |
| <p>Show the sample UPC.</p> <ul style="list-style-type: none"> • Explain that it often looks like a whole bunch of black and white lines going up and down and close together. • Underneath the bar lines is a code that is made up of ten numbers. | |

| | |
|--|--|
| <p>3. LOCATE UPC NUMBERS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of products with UPCs on labels |
| <p>Give out samples of products and ask students to find the UPCs.</p> <ul style="list-style-type: none"> • Ask them to read the numbers in the code. | |

| | |
|---|---|
| <p>4. COMPARE CODES</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of products with some the same |
| <p>Ask students to find two identical products.</p> <ul style="list-style-type: none"> • Have them check to see if the UPC codes are the same. • Ask if they should be (Yes). <ul style="list-style-type: none"> ◦ If the numbers are not the same, there is something different about the product. | |

| | |
|--|---|
| <p>5. REMEMBERING AND COPYING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Keyboard: computer, cash register, or calculator • Student Activity Sheet: <i>Same or Different</i> |
| <p>Give students practice copying long numbers.</p> <ul style="list-style-type: none"> • Make up your own list of numbers to suit the ability of the students. • They may be comfortable with phone numbers to begin. • Or you may need to practise with many 3-digit numbers, expand to 4-digits, etc. • They could do this in pairs. <p>Do this both with pencil and paper and also with a keyboard.</p> <ul style="list-style-type: none"> • Use a variety of keyboards with differing arrangement of the numbers: in a line, in a grid • Do not let them write one number at a time-it is much too slow and creates more chance for error. <p>Use a step by step method.</p> <ul style="list-style-type: none"> • Have them remember three numbers at a time. <ul style="list-style-type: none"> ◦ Suggest they could say the numbers aloud. ◦ Then write those numbers. • If students have trouble with three numbers, go back to two. • Try to increase to four numbers and write them. • It would be wonderful if students could remember five numbers at a time and write them accurately. <ul style="list-style-type: none"> ◦ UPCs have two groups of 5 digits • Help students to think of some association between the numbers <ul style="list-style-type: none"> ◦ order, repetition, same as a phone number, etc. • Check the finished product to see that the copied number is the same as the original. <p>Use Student Activity Sheet: <i>Same or Different</i> for extra practice comparing long numbers.</p> | |

| | |
|---|--|
| <p>6. COPY UPC NUMBERS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of products with UPCs on labels |
| <p>When students can remember 3-5 numbers at a time, ask them to copy the UPC code numbers.</p> <p>Point out the reason accuracy is so important</p> <ul style="list-style-type: none"> • Saves time going back and forth from the storeroom with the wrong product. <p>Help students to find ways to check their work for accuracy</p> <ul style="list-style-type: none"> • e.g. reading the number backwards for the check, • Reading it in different groupings, etc. | |

| | |
|---|--|
| <p>7. COMPARING THE CODES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Comparing UPCs</i> • Collection of UPCs |
| <p>Use Student Activity Sheet: <i>Comparing UPCs</i>, and ask if the numbers are the same or different.</p> <p>Give students two or more cut-out UPCs at a time and ask them to find ones that match.</p> <p>Give students two UPCs.</p> <ul style="list-style-type: none"> • Write one of the numbers on the board. • Ask the student to locate the matching one. • Increase the numbers of codes you give the student, so that the task of finding the correct one becomes increasingly difficult. • Begin with codes that are quite different, then choose product codes that are more similar. <p>It is important that students can match numbers, paying attention to every digit.</p> | |

| | |
|--|---|
| <p>8. FIND THAT CODE!</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Find That Code!</i> |
| <p>Use Student Activity Sheet: <i>Find That Code!</i></p> <ul style="list-style-type: none"> • They have to find the UPC number on a computer list of products or on boxes in the storeroom and copy the product information beside the appropriate UPC. | |

| | |
|--|--|
| <p>9. COPY AND MATCH</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Variety of products with UPCs • List of all the UPC numbers (in numerical order) and the product name of all the products you have |
| <p>Give students a product.</p> <ul style="list-style-type: none"> • Ask students to copy the UPC number • Then they must check the UPC product list and show you where it is on the list. | |

| | |
|--|--|
| <p>10. FIND THE PRODUCT</p> <ul style="list-style-type: none">• Document Use 1• Numeracy<ul style="list-style-type: none">◦ Data Analysis 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory◦ Finding Information 1• Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none">• Display of all the products, on a shelf or table• List of UPCs for the products you have collected |
| <p>Put all the products in one place.</p> <ul style="list-style-type: none">• Give each student one of the numbers on the list and have them go and find the correct product using the UPC to select the correct product. | |

| | |
|--|-------------------------------|
| <p>11. FIELD TRIP</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials: None</p> |
| <p>Make a field trip to a local store.</p> <ul style="list-style-type: none"> • Point out that shelf labels often have the product name and UPC as well as the price. • Check a number of products to see the match. <p>Give the student a product and have the student locate the shelf label, using the UPC number to make the match.</p> <ul style="list-style-type: none"> • Ask for the price of the product. • You could check this by taking it to the cashier to pay for the item. <ul style="list-style-type: none"> ◦ Remember there may be tax as well, so check the display on the computer screen or on the cash tape to confirm the price match. <p>Explain that in a retail setting, a cashier may need to send an employee to do a price check on the shelf if the cash register is ringing up a price that the customer thinks is wrong.</p> <ul style="list-style-type: none"> • The employee will use the UPC to make sure that the correct item and price label is located. | |

Same or Different

Are the two numbers the same or different? Circle your answer.

| | | | |
|-------------|-------------|------|-----------|
| 1478 | 1478 | Same | Different |
| 2679 | 2697 | Same | Different |
| 38904 | 38409 | Same | Different |
| 99657 | 96657 | Same | Different |
| 129 743 | 129 743 | Same | Different |
| 2590 037 | 2599 037 | Same | Different |
| 489 677 88 | 489 667 78 | Same | Different |
| 3867 5504 | 3867 5540 | Same | Different |
| 9006 75743 | 9006 75743 | Same | Different |
| 10000 5672 | 1000 5672 | Same | Different |
| 48864 44421 | 48886 44421 | Same | Different |

Comparing UPCs

Are the UPCs the same or different? Circle your answer.



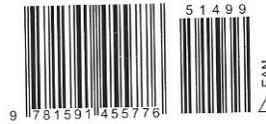
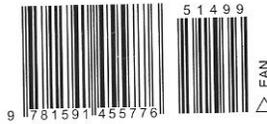
same

different



same

different



same

different



same

different



same

different

Find That Code!

Locate the UPC code to the product list on the following page. Copy the name of the product beside the code.







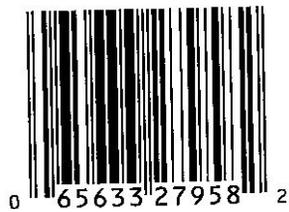




Find That Code! cont.











Find That Code! cont.

| UPC | Product |
|-------------|---|
| 18103 03760 | Staples: copy paper 8 ½" X 11", 500 sheets |
| 55437 62012 | Melitta coffee filters, #1, 40 |
| 56600 78235 | Hershey's Extra Dark Assortment, 140 g |
| 60383 01448 | No Name Raspberry Jelly Powder, 85 g. |
| 61526 50434 | Designers' Collection, 16 note cards |
| 62532 35202 | Tailorform Snap Fasteners, 6mm, 12 |
| 63211 00011 | Campbells Condensed Tomato Soup, 284 ml. |
| 63491 03929 | Canada Post, 12 Christmas Stamps, Canada |
| 65633 27958 | Cheerios, 400g. |
| 68400 01429 | Lipton Chicken Noodle Soup, 4 pouches, 338 g. |

DEMONSTRATION INSTRUCTOR PAGE

Get the Code

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
 - Scheduling or Budgeting & Accounting 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student must locate and record UPC numbers for requested products. Total accuracy is required.

INSTRUCTOR NOTES

- Collect products as required on Task Sheet. You could use empty boxes if desired.
OR
- Make this a part of a field trip to a grocery store. This could be combined with other tasks appropriate to retail experiences. In this case, the student may choose ANY product that fits the requested category. (Brand or size is their choice.)
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills

With student

- Review strategies for remembering series of 5 digits.
- Review strategies for checking copying for accuracy.
- Read instructions aloud if required. DO NOT read aloud numbers.

ACHIEVEMENT INDICATORS

- Located UPC codes on requested products.
 - Copied UPC numbers accurately in appropriate boxes on chart
 - Assessed own performance
-

Get the Code

TASK 1

You are working in a grocery store. The manager has asked you to check some products. You have to find the UPC number on each product and record it on the chart.

| PRODUCT | UPC NUMBER |
|-------------------|------------|
| Cereal | |
| Soap | |
| Milk | |
| Cookies | |
| Tea bags | |
| Frozen pizza | |
| Frozen pie shells | |
| Apple juice | |
| Bread | |
| Sugar | |

DEMONSTRATION ASSESSMENT

Get the Code

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Numeracy**
 - Scheduling or Budgeting & Accounting 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|---|------------------|-------------------|---------------------|
| Located UPC codes on requested products. | | | |
| Copied UPC numbers accurately in appropriate boxes on chart | | | |
| Assessed own performance | | | |

| |
|----------------------------|
| ADDITIONAL COMMENTS |
|----------------------------|

Stocking Shelves

Stocking Shelves

In this unit, students will learn how to “front,” “face,” or “finesse” shelves in a retail setting, so that the products are available, easily seen, and easily reached by the customer. All information about the product (price, weight or volume, cost per unit, UPC) will be printed on the label which must be aligned below (or above) the product. They will also learn that this skills enables them to decide when an item needs to be reordered or restocked from the warehouse.

A field trip to a local store or stores is an essential part of this unit. Essential also is the setting up of a “store” in the classroom where students may regularly practise the skills being learned.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Knows names and sounds of letters
- Numbers
- Understands the concepts of same and different, right and left
- Some knowledge of units of weight and volume
- UPC numbers (see unit in this binder)
- Cost per unit
- Money – how to read prices

OBJECTIVES

Students will

- Use a variety of strategies to read parts of a shelf label
- Identify what is in packages by their labels
- Identify small differences in product brands, type, or size
- Match products to their shelf labels
- Recognize the English side of packages, and will turn packages to all display one language or the other, depending on language context
- Neatly line up products to their shelf labels

MATERIALS

- Wide variety of products, with multiples of all, including differing sizes or types of the same base product. (eg different sizes or flavours of toothpaste). Boxes should be empty of product and taped closed; cans or jars should be well washed and can lids safely removed, leaving all labels intact; use egg cartons too. Students and colleague could be asked to help collect these materials, beginning several weeks before you intend teaching the unit. You will be setting up a classroom “store” so that students may organize and face the shelves.
- Labels made to match each product, including name of product, size, UPC, price and price per unit.
- Shelf or bookcase in classroom to set up store

VOCABULARY

- Bottle
- Box
- Brand
- Can
- English
- Face
- Finesse
- French
- Front
- Jar
- Label
- Package
- Packet
- Product
- Shelf / shelves
- Tidy / untidy

RESOURCES

- Local grocery store, drug store, convenience store. All these are good examples of well stocked and managed shelves.

| # | Activity Description | ESSENTIAL SKILLS | | | | | | | | | | | | | | | | |
|----|--------------------------------|------------------|----|---|----|-----|----|----|----|----|----|----|------|-----|----|-----|----|----|
| | | RT | DU | W | N | | | | | OC | TS | | | | | WWO | CU | CL |
| | | | | | MM | SBA | MC | DA | NE | | PS | DM | JTPO | SUM | FI | | | |
| 1. | Discuss shopping experience | | | | | | | | | 2 | 1 | 1 | | * | | | | * |
| 2. | Fronting, facing and finessing | 1 | 1 | | | | | | | 1 | | | | | | | | * |
| 3. | Shelf labels | 1 | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | | * |
| 4. | Product differences | 1 | 1 | | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| 5. | How to face shelves | 1 | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | | * |
| 6. | English / French | 1 | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | | * |
| 7. | Position the shelf label | | 1 | | | | | | | 1 | 1 | 1 | | * | 1 | | | * |
| 8. | How to fix it | | 1 | | | | | | | 1 | 1 | 1 | | * | | | | * |
| 9. | Field trip | 1 | 1 | 1 | | | | 1 | | 1 | 1 | 1 | | * | 1 | | | * |
| D | Shelf Stocker | 1 | 1 | 1 | | 1 | | 1 | | | 1 | 1 | 2 | * | 1 | | | |

LEARNING ACTIVITIES

| | |
|--|--|
| <p>1. DISCUSS SHOPPING EXPERIENCES</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Assortment of classroom items |
| <p>Make a disorganized pile of assorted classroom items on a shelf or table.</p> <ul style="list-style-type: none"> • Ask students to go and find specific items. • This could be a relay race! • Ask how easy or difficult it was to find the item in the mess. • They might have similar experiences from home life trying to find items in a disorganized closet, chest of drawers, etc. <p>Discuss with students how they feel about shopping in a store when boxes and packages are strewn about the shelf, or when products are gone and the shelf is empty.</p> <p>Stress the importance for the customer of being able to find wanted products quickly and easily, and to know the price, size, etc.</p> | |

| | |
|---|--|
| <p>2. FRONTING, FACING AND FINESSING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aids: <i>Finessed Shelves 1</i> and <i>2</i> |
| <p>It is the responsibility of the store's workers to tidy and organize the shelves and keep them well-stocked.</p> <p>This is called "fronting," "facing," or "finessing" the shelves. This involves:</p> <ul style="list-style-type: none"> • Lining up the products with the correct label under the shelf • Bringing the products to the front of the shelf for easy access • Lining up the products one behind the other • Making sure the English label is facing out towards the customer <p>Show Teaching Aids: <i>Finessed Shelves 1</i> and <i>2</i> as examples of shelves after they have been finessed or fronted.</p> | |

| | |
|---|---|
| <p>3. SHELF LABELS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Box from Aquafresh toothpaste to compare with shelf label • Teaching Aids: <i>Shelf Labels 1 – 5</i> • Variety of products with pictures on labels |
| <p>Using the Teaching Aids: <i>Shelf Labels 1 - 5</i>, talk about the important information that shelf labels give:</p> <ul style="list-style-type: none"> • Name of the product, • Size,, • UPC number, • Price • cost per unit (gm, 100ml) <p>If students are not able to read all the shelf labels, encourage them to use the pictures on the product above the label or the type of packaging to figure out what it is.</p> <ul style="list-style-type: none"> • They should then verify that is what it is by looking at the word and its beginning sounds. <ul style="list-style-type: none"> ◦ For example, the Aquafresh looks like a tube of toothpaste. ◦ Ask what sound or sounds "toothpaste" begins with. ◦ Try to find the word toothpaste on the package label and then on the shelf label. ◦ Is it the same company? (Aquafresh) ◦ Students do not need to be able to read the brand; they only need to be able to match it. <p>Show students a variety of packages, and using the picture and clues on the packaging, have them guess the product.</p> <ul style="list-style-type: none"> • See if they can find the word on the label. | |

| | |
|---|--|
| <p>4. PRODUCT DIFFERENCES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>One Brand – Many Types 1 – 2.</i> • Boxes of different types of the same brand product to show small differences (regular, tartar-fighting, extra-whitening toothpaste for example) |
| <p>Point out that it is important to read all of the words in the name of the product and make sure they match the words on the shelf label.</p> <ul style="list-style-type: none"> • This is because the same company often makes several different types of their product. <p>Ask students to turn to the toothpaste labels on Teaching Aid: <i>One Brand – Many Types 1 – 2.</i></p> <ul style="list-style-type: none"> • Are the products all the same? • How do you know they are different? <ul style="list-style-type: none"> ◦ By words on the right-hand side of each box. • Explain that the shelf label would have to specify whether it was regular toothpaste or tartar-fighting toothpaste, etc. <p>Show actual boxes of different types of toothpaste within the same brand. (or other product).</p> <ul style="list-style-type: none"> • Could also be a variety of sizes of the same product. | |

| | |
|---|--|
| <p>5. HOW TO FACE SHELVES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Face It!</i> |
| <p>Review what “facing” shelves means, and give the students the list for themselves to use as a handy reference.</p> <p>Use Teaching Aid: <i>Face It!</i></p> <ul style="list-style-type: none"> • Sort products: identical products together. • Bring products to the front of the shelf so that the customer can easily reach them. • The products should be in neat rows and piled on top of each other evenly. • English words should face forward. (French if it is a French-speaking community. What would you do in a bi-lingual community?) (see next activity for extra work on English / French) • Make sure products are above the correct label. (Labels can move on the shelf. For proper placing refer to Learning Activity 7.) <p>Give students practice "facing" shelves with the product boxes and cans you have collected.</p> <ul style="list-style-type: none"> • At first, focus on the sorting and grouping. • Add fine distinctions as students become confident and competent. <p>** (The next two activities continue to develop this skill.) Students should have the opportunity to tidy up the shelves regularly: put one or two items out of place and see how long it takes for them to notice the problem.</p> | |

| | |
|--|---|
| <p>6. ENGLISH / FRENCH</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous learning | <p>Materials</p> <ul style="list-style-type: none"> • Boxes or cans with French side / English side |
| <p>Point out that telling the French side from the English side can be difficult if reading in English is hard.</p> <ul style="list-style-type: none"> • Give students clues to some of the French words, such as "la" or "un". • Point out that in French a lot of accents are used that are not used in English. Write on the board what the accents look like: <ul style="list-style-type: none"> ◦ for example, é, è, ê. ◦ If students see any accents, that will be the French side. • Also suggest that students look for an English word that they recognize. <p>Give students a variety of packages and see if they can figure out which side is English and which side is French.</p> | |

| | |
|--|---|
| <p>7. POSITION THE SHELF LABEL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Several of two different products. • Labels for each product • Shelf |
| <p>Explain that the shelf labels are used not only to give information about the product; they are also used as markers for where new products begin.</p> <p>Point out that the left side of the shelf label is often lined up with the left edges of the new product.</p> <ul style="list-style-type: none"> • Ask students to raise their left hands. • Ask students to point to the left side of one of the shelf labels. • Ask students to point to the left edges of a product. • Show how these two edges should line up. <p>Give students practice lining up a quantity of two different types of products with the appropriate shelf labels.</p> | |

| | |
|--|---|
| <p>8. HOW TO FIX IT</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Untidy!</i> |
| <p>Give students the Student Activity Sheet: <i>Untidy!</i></p> <ul style="list-style-type: none"> • These are pictures of untidy shelves. Students must look at the problems and say how they would tidy and finesse the shelves. | |

| | |
|--|---|
| <p>9. FIELD TRIP</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning | <p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Field Trip Checklist</i> • Teaching Aid: <i>Field Trip Instruction Sheet</i> |
| <p>Make a field trip to a local store:</p> <ul style="list-style-type: none"> • a grocery store or drug store will give plenty of opportunity to see a range of products, a variety of sizes of identical products, and a range of types within one product. <p>Use Student Activity Sheet: <i>Field Trip Checklist</i> and Teaching Aid: <i>Field trip Instruction Sheet</i></p> | |

Finessed Shelves 1

All the products have been brought to the front of the shelf.

All identical products are together. Each product group has its own label below.



Finessed Shelves 2

Products are easy to see and to reach.



Shelf Labels 1

Shelf Labels give information about the product.



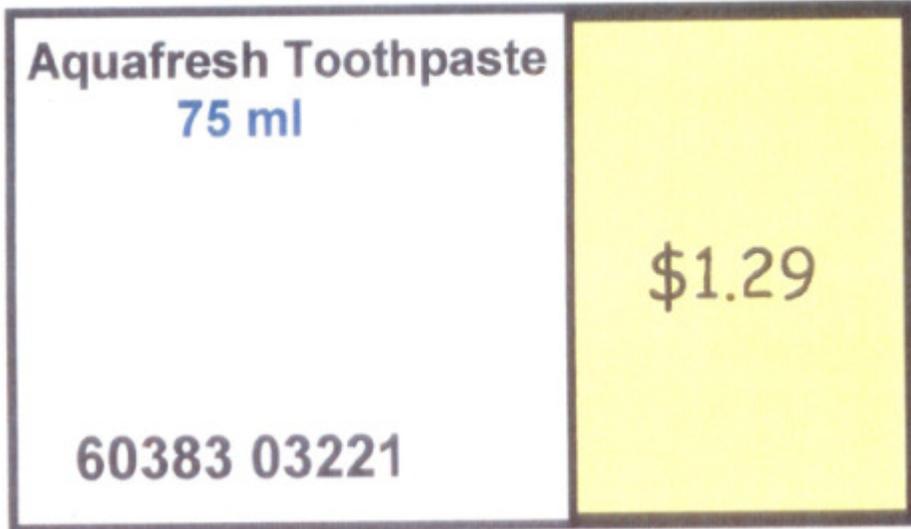
Shelf Labels 2

The name of the product is on the shelf label.



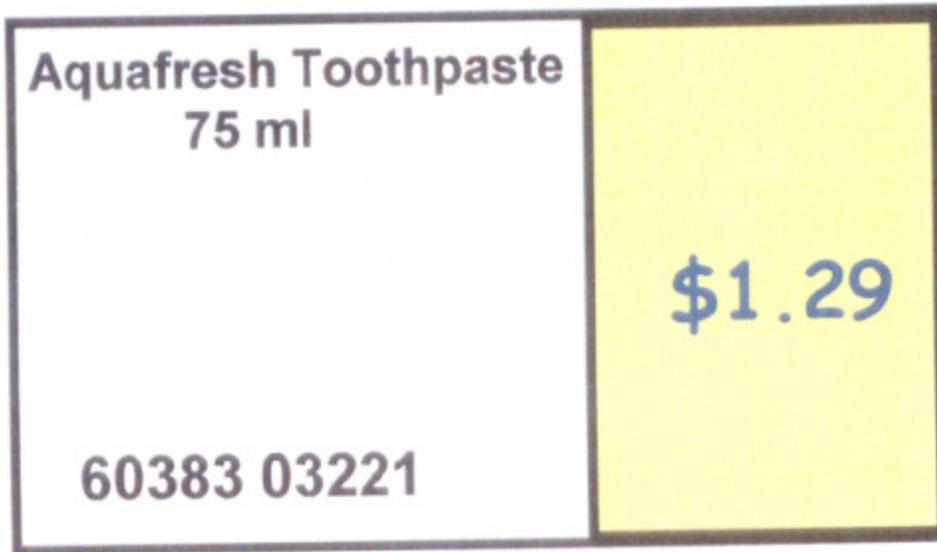
Shelf Labels 3

The size is on the shelf label.



Shelf Labels 4

The price is on the shelf label.



Shelf Labels 5

The UPC number is on the shelf label. Sometimes the entire UPC (bar code) is on the label.



One Brand – Many Types 1

Can you see small differences in the packages?



One Brand – Many Types 2

One type – one label



Another type – another label

Face It!

Sort

To the front

Neat rows or piles

English

Above correct label

Field Trip Instruction Sheet

1. Choose a local store to visit. Phone to arrange the visit before taking students. Explain to the manager / owner what the purpose of the visit will be. (learning about facing shelves, about shelf labels, etc.) Become familiar with the store layout, and with the variety of aisles displaying stock. Arrange a date and time to visit.

[Consider combining this field trip's objectives with a field trip to note UPCs, to see clothing store sorting practices, etc. This would be especially possible in a large mall.]

2. Instruct students beforehand on what they are looking for:
 - Shelf facing
 - Labels match products
 - Labels at the left side of product
 - English facing forward
 - Neatness
 - Identical products together
 - Information on shelf labels matches information on product packaging
3. Go over Student Activity Checklist with students.
4. On the day of the trip, give out clipboards, checklists and pencils.
5. Discuss appropriate behaviours.
6. ENJOY!
7. Regroup in class for feedback and discussion. Perhaps you could write a letter of thanks to the store owner / manager.

Untidy! 1

How would you tidy up this shelf?



Untidy! 2

What would you do to tidy this shelf?



Field Trip Checklist

| Things I Noticed | Yes | No |
|--|-----|----|
| The products on the shelves look neat and tidy. | | |
| The shelves look full and are well-stocked. | | |
| The product types are put together. | | |
| The product is at the front of the shelf and easy for the customer to reach. | | |
| The labels on the shelf are below (or above) and on the left hand side of the product. | | |
| The labels on the shelf are centred below (or above) the product. | | |
| The label shows the name of the product. | | |
| The label shows the price of the product. | | |
| The label shows the size of the product. | | |
| The label shows the UPC number. | | |
| The label shows the cost per unit. | | |

- **Please thank the owner / store manager for allowing you to visit the store.**

DEMONSTRATION INSTRUCTOR PAGE

Shelf Stocker

ESSENTIAL SKILLS

- Reading Text 1
- Document Use 1
- Writing 1
- Computer Use 1
- Numeracy
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student will sort out the items placed in a laundry basket or large carton. There will be multiples of many of the items, with varying sizes of some products, and various types / flavours of others. The student will “stock a shelf” with the items, making sure that the items are neatly arranged, to the front, with English facing forward. The student will make a label for each product type, using the template provided (either by hand or using a computer) and affix them to the shelf with the left hand side of the label lining up with the left hand side of the product.

INSTRUCTOR NOTES

- Provide a laundry basket or large carton full of empty boxes or cans, egg cartons, etc. There should be multiples of identical products; some products should be presented in differing sizes; others should vary slightly
- Provide the label template: either make multiple paper copies (enough for one for each product) or download the template onto the computer so the student can key in the required information. Provide scissors and tape.
- Make a shelf or small bookcase for the display of products.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Read instructions aloud if necessary.
- Review the steps to facing a shelf. Student may use card from LA 5.
- Review what should be on a shelf label.

ACHIEVEMENT INDICATORS

- Sorted products, noting minor differences
 - Stocked shelf neatly and correctly
 - Made labels to match products
 - Lined up labels with products
 - Assessed own performance
-

Shelf Stocker

TASK 1

You have been given the job of sorting out items collected in a cardboard box.

You will stock a shelf neatly with the items, like in a store display.

You will make a label for each product, and you will tape the label to the shelf where it should be. Use the label form that your instructor will give you.

Ask your instructor to check your work.

Shelf Stocker

TASK 1 cont.

What goes where.

| |
|---------|
| Product |
| Size |
| UPC |
| Price |

Use this label:



DEMONSTRATION ASSESSMENT

Shelf Stocker

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- Reading Text 1
 - Document Use 1
 - Writing 1
 - Numeracy
 - Scheduling or Budgeting & Accounting 1
 - Data Analysis 1
 - Thinking Skills
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory
 - Finding Information 1
 - Computer Use 1

| ACHIEVEMENT INDICATORS | BEGINNING | DEVELOPING | ACCOMPLISHED |
|--|-----------|------------|--------------|
| • Sorted products accurately, noting minor differences | | | |
| • Stocked shelf neatly and correctly | | | |
| • Made labels to match product | | | |
| • Lined up labels with products | | | |
| • Lined up labels with products | | | |
| • Assessed own performance | | | |

ADDITIONAL COMMENTS

