

## LEARNING EVALUATION SITUATION

1<sup>ST</sup> LEVEL

## STUDENT'S NOTEBOOK

***The Challenge***

After having seen the video "My Friend Needs My Help...", you will help raise money for Leucan, an organisation that helps families with kids affected by cancer. During Halloween and especially on Halloween night, you will collect money in a special money box. Afterward, you will calculate how much money you were able to collect and then, using your creativity, you will imagine and design a money box which can count money all by itself.

Name: \_\_\_\_\_



## Activity #1

### "All About money box..."

Date: \_\_\_\_\_

You have certainly already seen some money box.

Draw a money box on this page.

It should be big enough so that you can show it to the entire class.

## CHARACTERISTICS OF A GOOD MONEY BOX

What are some characteristics of a good money box?

Fill in the chart below on the left.



A good money box has....	Does Leucan's money box have this characteristic too? (✓)
..... .....	
..... .....	
..... .....	
..... .....	

Does Leucan's money box fulfill all of the characteristics?

Put a checkmark in the second column if the answer is "yes".

I think that Leucan's money box is...

A good money box.

Needing some changes.

My class thinks.

Yes, Leucan's money box is good

No, it needs some changes



## Activity #2

### "Learning about pocket change"

Date: \_\_\_\_\_

Look closely at all the different kinds of change you have and fill in the chart.

Do a rubbing of the first kind of change you found:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:

Do another rubbing here:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:

Do another rubbing here:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:

Do another rubbing here:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:

Do another rubbing here:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:

Do another rubbing here:	<b>Characteristics</b>
	This piece is worth:
	Its colour:
	The drawing is of a:



1. I estimate that I have this much money:

 ¢

2. I calculated that I have this much:

 ¢

3. From the smallest to the largest, here is the amount each person in my team has.

 ¢ ¢ ¢ ¢

4. \_\_\_\_\_ has the most money in my team.

5. From smallest to largest, here are the amounts of money that each group has.

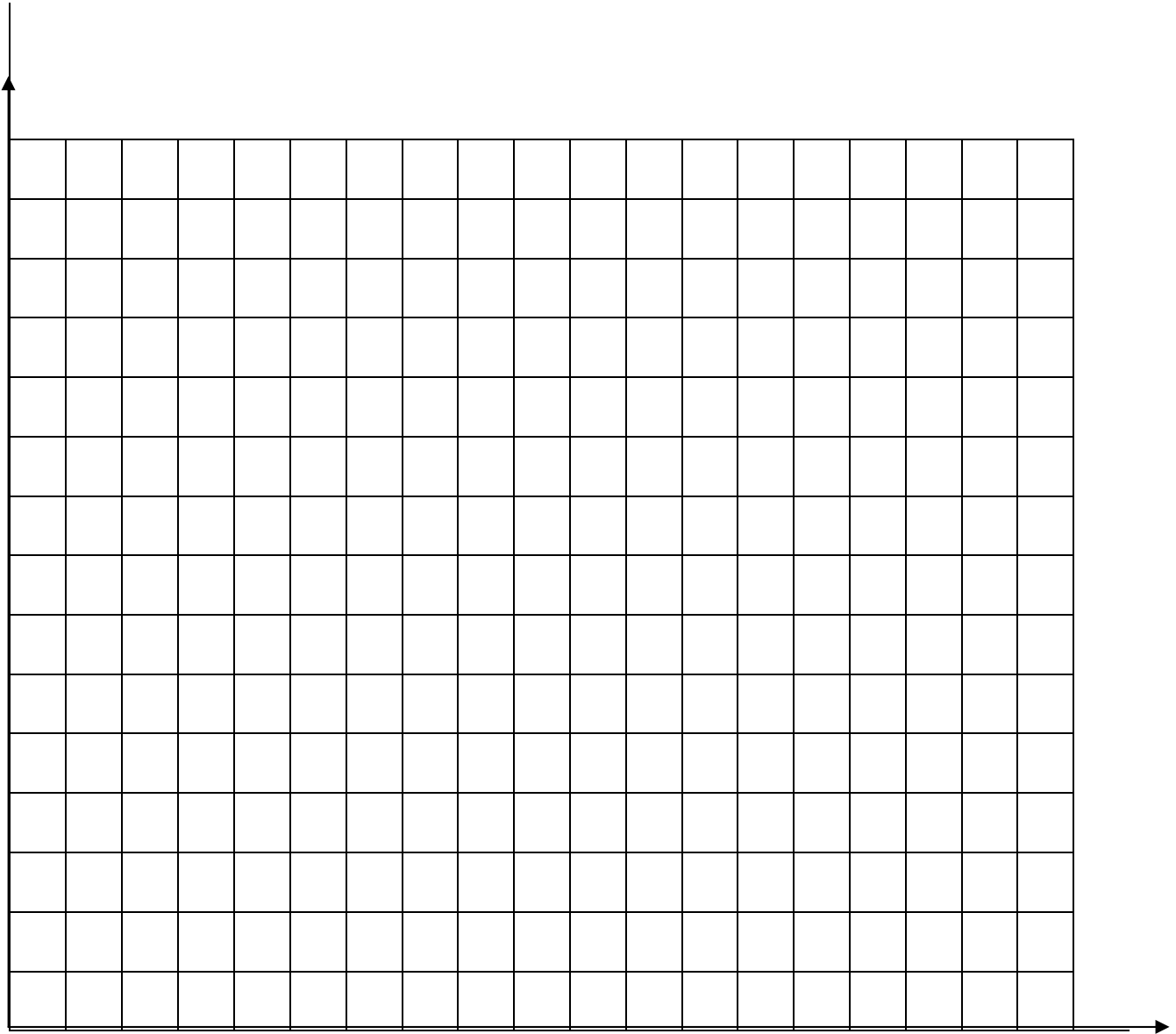
 ¢ ¢ ¢ ¢ ¢ ¢

6. \_\_\_\_\_ has the most money in the class.

Make a bar graph which shows how much money you have in your envelope. Make sure that each bar represents a different kind of change. After, calculate the amount on the back of the page.

*✎* **Make sure you show work!**

Who checked my work : \_\_\_\_\_



When I calculate how much change I have, I can...



1.

.....  
.....  
.....

Example:

.....  
.....  
.....

2.

.....  
.....  
.....

Example:

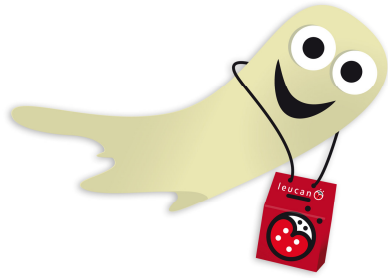
.....  
.....  
.....

3.

.....  
.....  
.....

Example:

.....  
.....  
.....



### Activity #3

## "Imagine a Counting Money Box"

Date: \_\_\_\_\_

I have to...

My challenge is to ...

.....  
.....  
.....

*N. B. Remember, your money box must fulfill all the characteristics of a well-designed money box!*

What I did...

The drawing made by my team was...

accepted

not accepted

because

.....  
.....  
.....

Was one of the drawings accepted? (check the answer)

Yes

No

If yes, which one was accepted? Why do you think it was accepted?

.....  
.....  
.....

INDICATORS	VERY GOOD	GOOD	NEEDS IMPROVEMENT
Understanding the tasks.	The student understood the task and was able to clearly explain it in his/her own words.	The student understood the task and expressed it with some support.	The student explained the task with some difficulty.

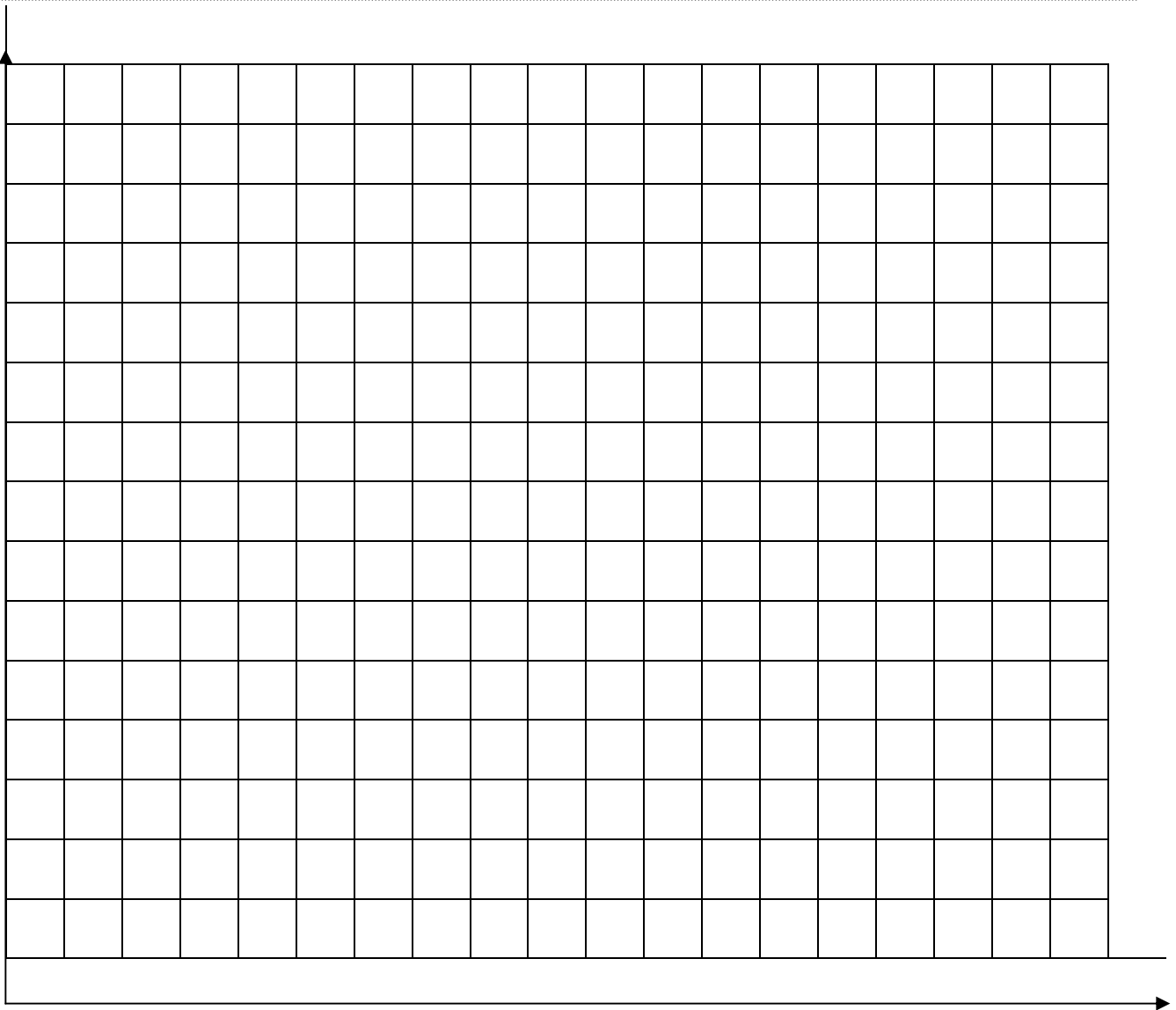


**Activity #4**  
**"And the total is"**

Date: \_\_\_\_\_

Create a bar graph which shows the amounts of the different kinds of change in your money box.

Title: \_\_\_\_\_




Using your graph, calculate the amount of money that you collected.

 Don't forget to show your work and check your answers!

I have checked and I collected this much money : \$  and  ¢

Calculate the amount that your group collected.

 Show your work.

Now, compare your answer with your team.

The amount is the same  or different  from others in my team.

 If you made a mistake, correct your error using a blue pencil.

Describe what you did to correct your mistake (if you made one).


The amount collected by my team is ... \$  and  ¢

Write the amount that your class collected here.

The amount collected by my class is ... \$  and  ¢



Write down the amount of change your team has here:

\$	¢
----	---

Now, write down the amount that your money box counted:

\$	¢
----	---

Is the amount the same?

Yes

No

Was your money box accurate when it counted the money?

Yes

No

If yes, how many different kinds of change can it count?

1¢ pieces:	25¢ pieces:
5¢ pieces:	\$1 pieces:
10¢ pieces:	\$2 pieces:

If not, how come? What do you need to change for your money box to count properly?

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INDICATORS	VERY GOOD The student...	GOOD The student...	NEEDS IMPROVEMENT The student...
Pertinence of adjustments made and evaluation of the accuracy of the money box	Proposes pertinent ways to adjust the money box after having effectively evaluated its accuracy.	Proposes pertinent ways to adjust the money box after having evaluated its accuracy with some teacher support.	Proposes inadequate ways to adjust the money box after having attempted to evaluate its accuracy. Much teacher support required.

## Peer Evaluation

### Making a Money Box

Use a different colour for each answer

Legend: YES  SOMETIMES  NO

My contribution to the creation of the money box.	student 1:	student 2:	student 3:	student 4:
I came up with some ideas for building the money box.				
Even though it was hard, I did not give up.				
I made changes if I had to.				
I was open to other people's ideas.				

What do you think of your invention?

.....

.....

.....

.....

Imagine other uses for your money box other than counting money.

.....

.....

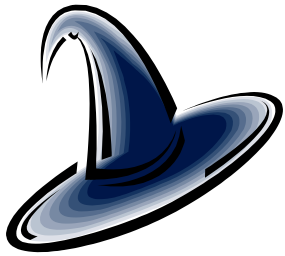
Name a problem that you encountered and write down how you solved this problem.

.....

.....

.....

.....



## Activity #6













### "Let's talk about change"

Date: \_\_\_\_\_

What makes \$1? Write down your work on the back if your need to.

100 pieces of... 1¢ equals \$1.      \_\_\_ pieces of... 10¢ equals \$1.  
 \_\_\_ pieces of... 5¢ equals \$1.      \_\_\_ pieces of... 25¢ equals \$1.

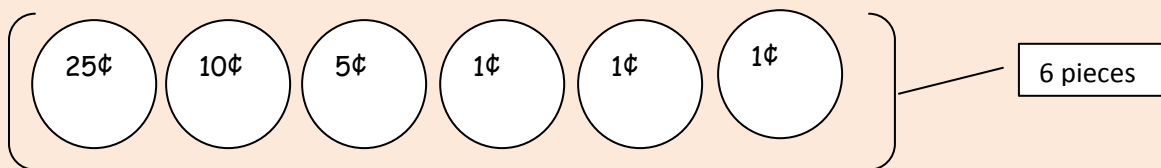
Write down the how much change you have in the money box (look at your chart if you need to). For each different kind of change, find out how to exchange them for other kinds of change. The chart below should help you.

Types of pieces	Quantity in the money box	Possible exchanges
		I could exchange my pennies for <input type="text"/> dimes  and I would have <input type="text"/> pennies left.
		I could exchange my nickels (5¢) for <input type="text"/> quarters  and I would have <input type="text"/> nickels left (5¢).
		I could exchange my dimes (10¢) for <input type="text"/> loonie  and I would have <input type="text"/> dimes (10¢) left.
		I could exchange my quarters (25¢) for <input type="text"/> nickels  (5¢).
		I could exchange all my loonies (\$1) for <input type="text"/> Pennies  .
		I could exchange all my toonies (\$2) for <input type="text"/> dimes  (10¢).

1. Draw all the pieces of change (pennies, dimes, nickels, quarters, etc) that you would need to get the following amounts of money...
2. Write down a sentence using your math skills to show how you came up with your answer.

Look at this example:

Example : 43¢ with 6 pieces



Math sentence:

$$25¢ + 10¢ + 5¢ + 1¢ + 1¢ + 1¢ = 43¢$$

or

$$25¢ + 5¢ = 30¢ \quad 30¢ + 10¢ + 1¢ + 1¢ + 1¢ = 43¢$$

etc.

a) 54¢ using 6 pieces of change:

Math sentence:

b) 78¢ using 8 pieces of change:

Math sentence:

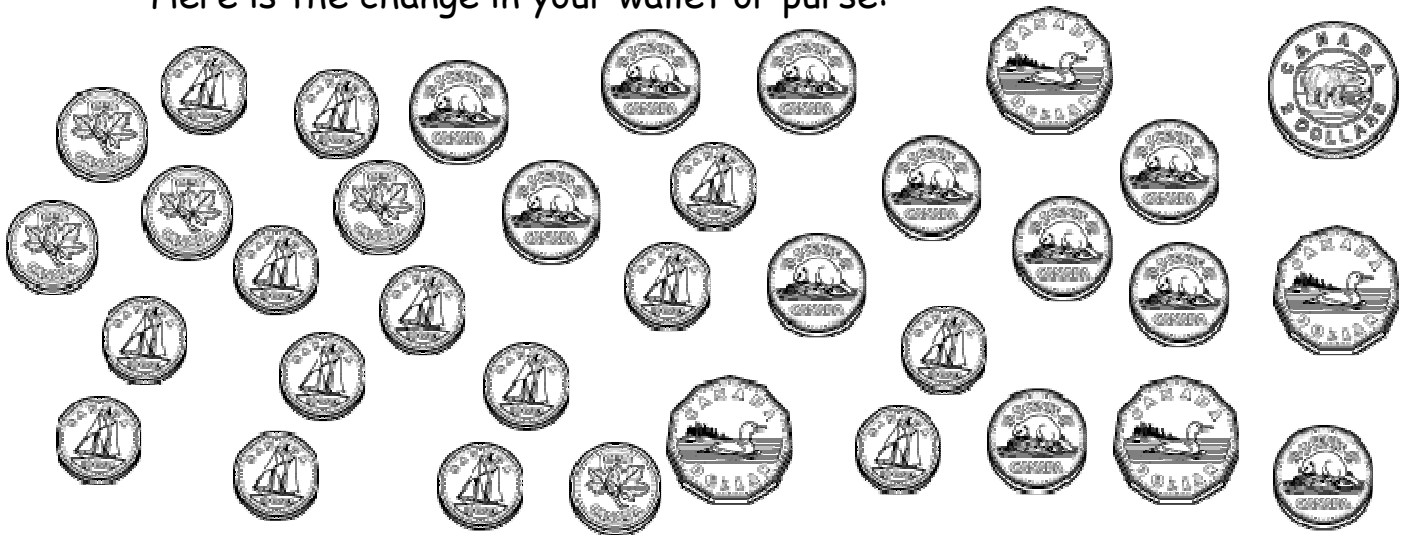
c) 82¢ using 6 pieces of change:

Math sentence:

d) 48¢ using 7 pieces of change:

Math sentence:

Here is the change in your wallet or purse:



Write down how you could reduce the amount of change in your purse or wallet while keeping the same value of money. For example, you could exchange 5 pennies for 1 nickel. Make as many exchanges as you can until you can't do anymore. Your teacher will give you some plastic money to help you with this task.

**✍ Don't forget to show your work.**

What are the new amounts of change in your purse or wallet? Colour the ones that you need and write down how many you will need.



Quantity:



Quantity:



Quantity:



Quantity:



Quantity:



Quantity:

## Co-evaluation

DURING THIS MATH ACTIVITY...

Criteria	What I think	What my teacher thinks
I wrote down everything I was supposed to.		
I made proper bar graphs.		
I added correctly.		
I checked my answers.		

What is the best way to quickly count the change that you have?

.....

.....

Explain how a bar graph can help you to count your change

.....

.....

Why do you think someone might have to count their change?

.....

.....

.....

.....

INDICATORS	VERY GOOD The student...	GOOD The student...	ACCEPTABLE The student...	NEEDS IMPROVEMENT The student...
Precision of the evaluation.	With ease, evaluates his/her steps.	Evaluates his/her steps propely	Briefly evaluates his/her steps.	Partially evaluates his/her steps.