# Money Value

2.2.2

Word Wall: *cent, cents, dollar, money, how many, fit into, represent, counting, count, order, value, biggest, least, collection*

### *Introduction*

Students will identify equivalent values in collections of coins and notes, and count collections up to make a given value.

### *Resources*

- Early FISH Kit
- Collection of Australian coins and notes
- Money strips - linear representation of coins to $1
- Number line 1-100
- Felt pieces
- Funny Money: http://splash.abc.net.au/home#!/media/1566328/
- https://www.moneysmart.gov.au/mst-digital-resources/pay-the-price/index.html#
- http://skwirk.com.au/esa/Notes_Coins.html

### *Time/Classroom Organisation*

The *Value of Coins to $1* activity may be introduced to the whole group in a 15 minute focused teaching event. Allow time for exploration with the materials before beginning the lesson. The *Coin combinations* would best be introduced in a 20 minute small group session. Follow up with opportunities in play, investigations, real life experiences and routine and transitions.

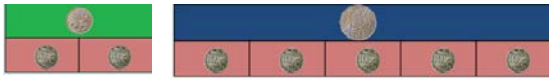
### *Australian Curriculum Year Two*

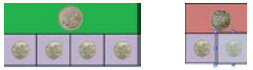
Count and order small collections of Australian coins and notes according to their value (ACMNA034)

### *Activity Process---Value of Coins to a $1*

1. Display the $1 money strip.
2. Ask students to estimate how many 50c would fit into the $1
3. Place the 50c strips under the $1 strip.
4. Repeat for the 20c, 10c and 5c strips.

5. Ask questions: *How many 10c fit into 20c? 50c? How many 5c fit into 10c? 20c?*



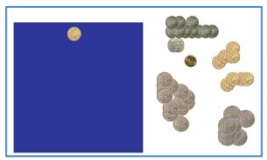




6. Place coins in order of value, reinforcing that the biggest coin is not the biggest value.

### *Activity Process---Coin Collection*

Give each student in the group a collection of coins and a piece of felt.



Coin Collection continued

1. Place $1 at the top of the felt square. Ask students to demonstrate different ways to make $1. Students record their findings on an individual whiteboard.

$1 is the same as 20c+20c+20c +20c+20c
5 groups of 20c

2. Review the collections. Ask the students: *How many different ways can you represent $1? What counting strategy did you use to determine the amount of money you had?*
3. Check responses using the counting strategies, for example: *skip counting 20, 40, 60, 80, 100* or *Money strips*.

4. Repeat the above process to demonstrate different ways to make 10c, 20c, and 50c.

### *Support Mathematical Vocabulary Development*

Model writing in the mathematics lesson, explaining and verbalising vocabulary choices as you go

### *Variations & Extensions*

Repeat the coin combinations activity above, finding combinations of coins to $2.

Repeat the coin combinations activity above, finding combinations of dollars to $5; $10; and $20.

**2. Introducing the notes**

Resources: $5, $10, $20, $50, $100 play money. Introduce students to the $5, $10, $20, $50, $100 notes. Discuss the fact these are called *notes* and are made from polymer plastic. Discuss the features of the Australian notes: the size, colour, picture and number. Ask: *Which is the biggest in size? Which is the smallest? Which will has the biggest value? (Which will buy me the most?) Which will has the least value? (Which will buy me the least?)* Place the notes in order of value:

Play *Who am I?* Each student chooses a note and describes the above features, for example: *my note is pink, it has a picture of the queen, it is the smallest note.* The other students identify the note.

### *Support Mathematical Vocabulary Development*

Displaying whole class vocabulary choices, for example by using images of the pupils, with speech bubbles showing good examples. This could be populated by you or the pupils and regularly updated with links to specific themes or texts.

### *Digital Resources*


### *Contexts for Learning*

**Play:**

Snap or concentration cards – matching collections of coins with the total amount.

Shop – Have a selection of items in the shop labelled with 5c; 10c; 20c; 50c; $1; $2; $5 and $10. The children role play purchasing the objects and giving the correct money for the item.

**Investigation:**

Lu has eight 5 cent pieces. How many 10 cent pieces does Mia need to have the same amount of money as Lu?

**Real life experience:**

Look at the tuckshop orders for a day. Look at the order and decide which coin or note would be need to cover the order. For example: *One fish finger – 50c and one milk --- $1. If we didn't have the right money we would need $2 and we would get change.*

**Routines and Transitions:**

Transition: *Who am I?* Each student guesses a money denomination given a description, for example: *Who am I? I am a note; I am blue; I have a picture of Banjo Paterson on one side; I have a windmill window.*

### *Assessment*

Students make collections of coins to the value of 10c, 20c, 50c and $1 and $2. Photograph evidence of student learning annotating with students' comments and strategies. Record the strategy the students use to determine the amount of money.

**Achievement Standard**: recognize Australian coins according to their value

### *Background Reading*

Children can learn to recognise the coins through exploration, play and discussion. Learning about the value of money is the challenge, as bigger does not necessarily mean a coin is worth more.

Even when children are very young, they become aware of the significance of money.--- making it important to start teaching them about financial literacy. Professor Mau Sanders, Director of the Parenting and Family Support Centre at the University of Queensland recommends that children around aged six or seven are ready to start pocket money systems and to learn the value of money.

https://www.moneysmart.gov.au/life-events-and-you/families/teaching-kids-about-money/giving-kids-pocket-money

Digital resources:

Money Match: ***https://www.moneysmart.gov.au/mst-digital-resources/money-match/index.html***

**Year three NAPLAN Numeracy test links**

- Money – counting collections

### *Links to Related MAGs*

1.4.5 – Money – 2

2.4.2 – Money --- Counting collections