



Money - 2

2.4.2

Word Wall: money, amount, collection, coins, notes, count, price, value, smallest, ;largest, 'exact amount'

Introduction

Students will add collections of coins and notes, and make up collections to a given amount.

Resources

- Collection of *play* coins and notes
- Catalogue items with prices involving collections of money.
- A collection of catalogues from supermarkets and toy shops.



Time / Classroom Organisation

The activity processes would be best introduced in a small group context. Allow 20---30 minutes for each section. Provide students many opportunities to count small collections of money, or make up collections to a given amount.

Australian Curriculum Year Two

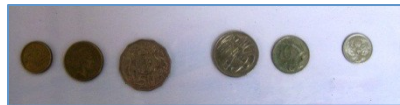
Count and order small collections of Australian coins and notes according to their value (ACMNA034)

Proficiency Strand:

Problem Solving – using materials to model authentic problems

Activity Process---How much money?

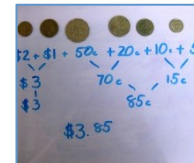
1. Place a large collection of coins in a bucket with a small laundry scoop.
2. Students sit in a circle.
3. One student takes a scoopful of coins.
4. Ask students to sort the coins from largest to smallest value.



5. Add up the coins by writing on the individual whiteboard.



6. Record the total amount. Discuss the different strategies used for adding up.



7. This can be played as a game with the following rules:
 - Largest amount of money – 5 points
 - Smallest amount of money 2 points
 - Less than \$5 – 1 point
 - Exactly \$5 – 5 points

Source: Linthorne, C. & Serenc, M. 2005. *Jigsaw Maths Teacher Resource Book 2*. Firefly Press: Buderim. P 139

Activity Process – What can I buy?

1. Place a series of catalogues from supermarkets and toy shops in front of the group (or use Catalogue items)



2. Discuss the prices of the items. Bring students' attention to the different representations for the same amount, for example: \$5 and \$5.00
3. Select an item from a catalogue.
4. Ask student: *What notes and coins will you need to buy that item?*



\$7.50

5. Ask each student in the group to write this amount on their individual whiteboard.



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Variations & Extensions

1. Pick up ten

Resources: Ten sided dice, \$1 coins and 10c coins This is a game for small groups. Students take turns to toss a dice and pick up that number of 10 cents pieces. Whenever a player has 10 ten cent pieces, trade them for the equivalent value of one dollar. The first player to \$5 is the winner.



Source: Linthorne, C. & Serenc, M. 2005. *Jigsaw Maths Teacher Resource Book 2*. Firefly Press: Buderim. P 139

2. Money Strips

Resources: Coin ink stamps

Use ink stamps to print strips of card for students to add:



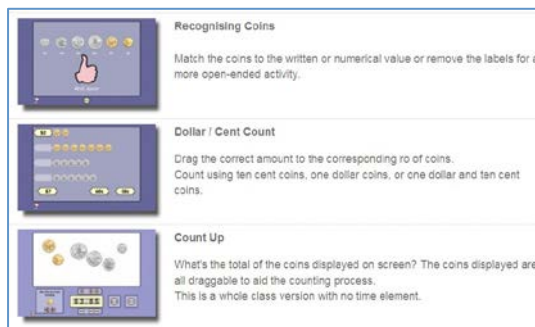
3. Add \$10

Resources: Snap or concentration cards and \$10 notes

Students draw a snap card and add the amount. Write the amount on a whiteboard. When the student has added the amount, give them a \$10 note and ask them to add this to their total. Remind students about adding *friendly numbers* (see MAG 2.2.4 Addition and Subtraction).

Digital Resources

<http://www.ideal---resources.com.au/index.php>



Contexts for Learning

Play:

Money Bingo and Bingo calling cards by Tracey Leadbetter

Identify collections of money up to and including \$4
Shop – Have a selection of items in the shop labeled with 5c; 10c; 20c; 50c; \$1; \$2; \$5; \$10. The students role play purchasing the objects and giving the correct money for the item.

Investigation:

- If one pencil costs 5c, how much will 8 of them cost?
- If one apple costs 10c, how much will 7 of them cost?

Real life experience:

Dollar Buys: Provide small groups of students with supermarket catalogues that display items that cost whole dollars under \$10. Students cut the items out and group them together. More capable students then work out how much change they would get from \$5 and \$10 if they bought an item.
Source: Tertini, J. 2004. *Queensland Targeting Maths, Year 2. Teaching Guide*. Pascal Press: Glebe. P50.

Routines and Transitions:

Routine: Pay Out. Students turn over a flash card labeled 15c, 25c, 30c, 40c, 45c, 60c, 70c, 80c, 90c. Students put the correct amount of money on the card.

Assessment

Use the money strips or Snap or concentration cards to assess whether students can add small collections of coins. Also observe students as they make up collections of notes and coins to 'purchase' a catalogue item in the Activity Process.

Achievement Standard: associate collections of Australian coins with their value

Background Reading

Money is a great topic to explore with students as they easily find a connection to real---life experiences. Collect resources to support this connection, such as shopping catalogues, take away menus, shopping docketts, marketing signs and advertising brochures. Write an article for the school newsletter requesting a range of these resources. At the beginning of the topic transform a large display area into the shape of a wallet or purse in which to display students' work, insights and ideas throughout the unit.

Source: Andrea Hillbrick, 2005. *Tuning In with Task Cards*. Curriculum Corpora@on: Carlton South, Vic. p62

<https://www.moneysmart.gov.au/>

Year three NAPLAN Numeracy test links

Money – counting collections

Links to Related MAGs

- 1.2.4 – Money – coins
- 2.2.2 – Money – value
- 2.4.2 --- Money --- 2
- 3.1.7 – Money --- 1