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| **Curriculum Focus: Mathematics:** Money (Weeks 1 & 2).  **Year Level:** 2  **Term: 2** | | | | | | |
| **Outcome:**  ACARA Mathematics Achievement Standards   * They associate collections of Australian coins with their value. * They perform simple addition and subtraction calculations using a range of strategies.   **Class Outcome (in student friendly language):**  **We will learn about Australian money. We will count, add and subtract sums of money using Australian coins and notes. We will look at the purpose and value of money and how people use money in their everyday lives.** | | | | | | |
| **Learning Intention:**  ACARAContent Descriptors:   * Count and order small collections of Australian coins and notes according to their value [(ACMNA034)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACMNA034) * Explore the connection between addition and subtraction [(ACMNA029)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACMNA029) * Solve simple addition and subtraction problems using a range of efficient mental and written strategies [(ACMNA030)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACMNA030)   **Learning Intentions:**  Child friendly language: Use in each lesson or over a few lessons.   * We are learning about Australian money/ currency. * We are learning how money is used in our community. * We are exploring everyday activities and events that involve the use of money. * We are learning about how and why we need money. * We are learning about Australian coins and notes and the values of each. * We are learning how to count and order coins. * We are learning how to count and order notes. * We are learning how to add and subtract coins. * We are learning how to add and subtract notes. * We are learning how to add and subtract coins and notes together. * We are learning about different ways to add and subtract money. * We are learning about how to shop and work out total costs and savings. | | | | | | |
| Success Criteria: How to recognise success   * I will be successful if I can identify the value of each Australian coin note. * I will be successful if I demonstrate that I can count coins and notes. * I will be successful if people can read and understand my money calculations. * I will be successful if I can order coins and notes from smallest to largest based on their values. * I will be successful if use vertical addition and subtraction with decimal points to calculate values of money. * I will be successful if I can identify equal values in collections of coins or notes, such as two five-cent coins having the same value as one 10-cent coin * I will be successful if I can count collections of coins or notes to make up a particular value, such as that shown on a price tag. | | | | | | |
| **Evidence:** | | | | | | |
| **Formative Assessment:**   * Student has identified all Australian coins and notes in their books * Student can count and order small collections of Australian coins and notes. * Solve simple addition and subtraction money tasks. This can be demonstrated during money maths games. E.g. Adding coins dice game, banking withdrawal game, shopping games. * Combination of coins and notes activity. How many combinations of coins make up this amount of money? (Eg. $5= 1 $5 note, OR 2 x $2 and $1, OR 5 x $1 etc) | | | **Summative Assessment:**   * Using catalogue pictures, students add and subtract items from their shopping list. Students calculate totals of shopping and can work out change for 2-3 items. | | | |
| Mathematics Proficiencies: | | | | | | |
| Understanding:  Values of coins and notes | Problem Solving  Counting, Addition & subtraction of a collection of coins and notes. | | | Fluency  Ability to recognise and calculate small sums of coins and notes mentally, using written methods and calculators. | | Reasoning  Ability to choose appropriate combination of coins or notes to make purchases. |
| Learning Experiences:   * What do we know about money? Brainstorm/ Kidspiration task. * Inquire into how and why we use money in our lives. * Money dice making, rolling 10 times, adding totals. Roll 5 more times subtracting the coin amount each time from the total. Record each roll and calculation in Maths books. * Banking with Ms Vidovich & Mr Carlino. You can only collect your money from the ban tellers once you have correctly calculated your money values. Coins and notes task. * Shopping. Grocery shopping task. Catalogue pictures of 2 items. Add the sale price items. Look at the discounted price, add the savings (discount), work out how much it would have cost before discounts. How much did you save for the two items in total? * Combination of coins and notes activity. How many combinations of coins make up this amount of money? (Eg. $5= 1 $5 note, OR 2 x $2 and $1, OR 5 x $1 etc) | | | | | | |
| Extension (Extending)   * Dice Game: Extra rolls, higher numbers, more complex sums * Include larger sums of money. * Banking: students must calculate their numbers to withdraw money from the bank but then spend their money to the closest cent using catalogues. * Add extra items or trickier items to shopping lists, get students to calculate savings, by looking at discounts. * Game: Which combination of coins do I have? Give them a total number of coins that they need to find as many combinations of coins that make up that value. Eg. $7.65, this could be made by a $5, $2, 50c, 10c & 5c or   3 x $2, $1, 3 x 20c & 5c. How many combinations can they figure out? | | Everyone (Intention, at level)   * What do we know about money? Brainstorm/ Kidspiration task. * Inquire into how and why we use money in our lives. Partner task * Money dice making, rolling 10 times, adding totals. Roll 5 more times subtracting the coin amount each time from the total. Record each roll and calculation in Maths books. * Banking with Ms Vidovich & Mr Carlino. You can only collect your money from the ban tellers once you have correctly calculated your money values. Coins and notes task. * Shopping. Grocery shopping task. Catalogue pictures of 2 items. Add the sale price items. Look at the discounted price, add the savings (discount), work out how much it would have cost before discounts. How much did you save for the two items in total? * Combination of coins and notes activity. How many combinations of coins make up this amount of money? (Eg. $5= 1 $5 note, OR 2 x $2 and $1, OR 5 x $1 etc) | | | Simplification (Enabling)   * Dice Game: less rolls, lower numbers, less complex sums * Use smaller sums of money. * Banking: students can calculate their numbers to withdraw money from the bank, less rolls of dice, assistance with addition and checking of numbers. Use of calculators if needed. * Less items to shopping lists. Simple addition and subtraction tasks * Game: Which combination of coins do I have? Students only need to do 2 combinations. Easier total of coins. E.g. $4.50 | |
| Materials/ Questions to differentiate: | | | | | | |
| Materials:   * Play coins and notes (Australian Currency) * Catalogues * Dice * Maths Books for recording * Maths Money templates * Laptops for kidspiration   Questioning:   * Extension (Extending): When we cannot use real money how else can we purchase things? Explore online shopping, credit and debit cards. Large purchases like homes, where do we get the money for this? Loans. * Extension (Extending): What different kinds of money can we use around the world. Can you do any calculations with this money and compare it to Australian money? | | | | | | |