

LEVEL: Foundation	CONTENT: Number & Algebra	FOCUS: Money
In the Classroom		
PURPOSE	<ul style="list-style-type: none"> Identify the Australian coins Recognise and describe features of the Australian coins Identify situations that involve money Understand that different coins represent different amounts Use the coins to purchase goods in a play shop 	
WARM UP	<p>Make coins available to all students. Allow time for students to look at all the coins and encourage students to collect one of each coin. Call out clues and ask students to choose that coin and hold it up? Students then need to justify their selection. Include questions about the images on coins, the total, the colour, the shape, amounts, etc.</p>	
INTRODUCTION	<p>Talk to the students about coins and find out information about what students know – do any students use coins? Does anyone have a piggy bank? How else do people pay for goods? How do people get money?</p>	
EXPLICIT TEACHING & LEARNING	<p>Discount Shop Use materials in the classroom to create a play shop. Everything in this shop costs \$1. Encourage students to select some items and pay for them using the pretend money. Encourage students to explain how they now they have the right amount.</p>	
DISCUSSION/KEY QUESTIONS	<ul style="list-style-type: none"> What are the names of the Australian coins? What other features do you notice about the coins? Who is the person on the coins? What animals are on the coins? Why do some coins have different images? What is the difference between the gold and silver coins? Can you combine coins to make different amounts? Can you use the coins to buy something in the play shop? How do you know if you have the right amount? 	
DELIBERATIVE PRACTICE	<p>The focus of this activity is to discover what students know about coins and money. Some students will be familiar with coins and will have no trouble sharing their knowledge. Other students will have had limited exposure to money and what it looks like and how it is used.</p>	
REFLECTION	<p>Remind students of the features of the different coins and again play the game suggested in the warm-up.</p>	
RESOURCES	<p>Plastic Australian coins Items to use in a play shop, e.g. plastic food, animals, shapes, etc.</p>	
Curriculum Connections		
CONTENT	<p>VICTORIAN CURRICULUM F-10</p> <p>FOUNDATION – NUMBER & ALGEBRA Represent simple, everyday financial situations involving money (VCMNA075) Elaborations: using toy money to pay for goods in play situations</p> <p>YEAR 1 – NUMBER & ALGEBRA Recognise, describe and order Australian coins according to their value (VCMNA092) Elaborations: Show that coins are different in other countries by comparing Asian coins to Australian coins; Understand that the value of Australian coins is not related to size; Describe the features of coins that make it possible to identify them</p>	
WHAT CAME BEFORE	<p>These days many students only have a limited exposure to money and coins due to our ‘tap and go’ society. It is important to provide students with opportunities to use money in play-based situations, such as a class shop. Some students will have had a greater exposure to money so will have a much greater understanding about the coins and notes.</p>	

WHAT COMES NEXT	Students need to be able to recognise and describe coins and order them according to their value.
VOCABULARY	Money, coins, order, amount, silver, gold, year made, queen, animals, commemorative, special occasion, add, count
MISCONCEPTIONS	Students may see coins as more of a barter system, i.e.: I give you one coin (which one is not important) and you give me one ice-cream, etc. It is important to explain to students that different coins are worth different amounts and have different features.
WHAT PROFICIENCIES ARE TO BE UTILISED? Understanding Fluency Problem Solving Reasoning Communicating (NSW) Justifying (NSW)	Foundation (Australian Curriculum) Understanding includes connecting names, numerals and quantities Fluency includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects Problem-solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer Reasoning includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length
ASSESSMENT	Encourage students to identify the different coins and name the different features