

LEVEL: Junior Primary	CONTENT: Number & Algebra	FOCUS: Money
In the Classroom		
PURPOSE	- Identify the Australian coins - Recognise and describe features of the Australian coins - Order coins (according to amount) - Recognise that coins can be combined to make new totals - Use knowledge of counting to find totals of small amounts of coins - Use pictures or symbols to represent different amounts of money, e.g. 50c, \$1, \$2.50	
WARM UP	Make coins available to all students. 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.	
INTRODUCTION	Present the Five Coins problems to students, encourage students to work collaboratively to find all the totals, record possible combinations in a shared space, such as the whiteboard	
EXPLICIT TEACHING & LEARNING	Five Coins Present student with problem: I have 5 coins in my pocket. How much money might I have? Students need to not only show different combinations of 5 coins they also need to find the total of each collection. Encourage students to think of a way to represent their solutions using symbols Challenge Put five coins in your pocket and later give clues to students to help them guess the coins. You could say the total; 3 coins the same, one coin is not round, etc.	
DISCUSSION/KEY QUESTIONS	- 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 order the coins by amount? - Can you make different totals with the coins? - What strategy can you use to work out how much money you have? - Can you use counting to help you find the total? - Can you record amounts using pictures or symbols?	
DELIBERATIVE PRACTICE	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 adding the amounts – this is a Year 2 skill, but many Year 1 student will be able to cope with adding the coin, so five \$1 coins is \$5 or five 5c pieces is 25c. Other students will have a very limited understanding of coins so the focus will simply be on naming, describing features, ordering and recording with symbols.	
REFLECTION	Show students a set of coins ordered by size – have the students explain what has happened and how to fix it.	
RESOURCES	Plastic Australian coins Five Coins https://nrich.maths.org/142	

Curriculum Connections	
CONTENT	VICTORIAN CURRICULUM F-10 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 Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (VCMNA086) Elaborations: develop fluency with forwards and backwards counting in meaningful contexts such as circle games Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) Elaborations: develop a range of mental strategies for addition and subtraction problems YEAR 2 – NUMBER & ALGEBRA Count and order small collections of Australian coins and notes according to their value (VCMNA111) Elaborations: Identify equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10-cent coin; Count collections of coins or notes to make up a particular value, such as that shown on a price tag
WHAT CAME BEFORE	Students' knowledge of coins is based around their experience at home. In our 'tap and go' society this is happening even less. Students may have used coins to purchase items, say at the canteen, but 'helpful' parents who provide their child with the right amount can lead to the misconception that money is a one-to-one bartering system, e.g. I give you one coin and you give me one ice-cream.
WHAT COMES NEXT	Students will need a good understanding of the different values of the coins, so they can begin to make different amounts and begin to give change. Exposure to the shopper's method or the count up to strategy can assist with developing this skill.
VOCABULARY	Money, coins, order, amount, silver, gold, year made, queen, animals, commemorative, special occasion, add, count, skip count
MISCONCEPTIONS	Students will often try to order Australian coins according to their physical size (50c, 20c, \$1, 10c, \$2, 5c) or by the number on the coin (50c, 20c, 10c, 5c, \$2, \$1) – try to emphasise ordering by the amounts
WHAT PROFICIENCIES ARE TO BE UTILISED? Understanding Fluency Problem Solving Reasoning Communicating (NSW) Justifying (NSW)	Year 1 (Australian Curriculum) Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways Fluency includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week Problem-solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.
ASSESSMENT	Exit Pass – Put the coins in order of amount