

## LESSON PLAN 7

**Unit/Topic:** Money, money, money: Part 4

**Key Learning Area:** Mathematics; English; ICT

**Year Level:** 2


**Lesson Outcomes:**

As a follow on from skip counting, students begin to explore money and counting using skip counting on and back, as well as other coins. Students learn the value of coins and how to write symbols that identify coins and dollars.

**Curriculum Areas:**

- Mathematics: Number and algebra-students work with coins to understand that three digit numbers comprise of 100, 10s and ones/ units
- Mathematics: Money and financial mathematics-students count and order Australian coins according to their value; identify equivalent values in collections; count collections of coins to match price tags
- Mathematics: Fractions and decimals
- English– Listening and speaking; reading; writing-students identify numbers according to their written words
- Critical and creative thinking
- Information and Communication Technology-Investigating money with ICTs through the use of iPads

Time	Lesson Content	Teaching Approaches
9.00-9.05	<p><b>Class begins with discussion/questioning between the teacher/students, revisiting previous lesson outcomes to determine what students remember; what they have learnt from their engagement in apps and other interactive games to determine what they need to learn further.</b></p> <p><b>Brief recount of coins and their value</b></p>	<p>Students begin seated on the floor in a large circle, waiting for teacher instruction</p> <p>Show coins from .5c—\$1.00 through the IWB</p>
9.05-9.25	<p><b>MAIN</b></p> <p><b>ACTIVITY 1: (See page 3-Lesson 7)</b></p> <ul style="list-style-type: none"> <li>• <b>Students –paired in groups of two-work with a question sheet; ink pad and coin stamps, investigate and show how many different ways they can reach an amount.</b></li> <li>• <b>Teacher to demonstrate an example of what is expected before student pairs begin.</b></li> <li>• <b>Students explore:</b> <ul style="list-style-type: none"> <li>-ordering coins from largest to smallest</li> <li>-discuss/decide how many ways, using other coins can make equal amounts</li> </ul> </li> </ul> <p><b>Students briefly revisit previous lesson content to learn that:</b></p> <p>.25c is 1/4 of \$1.00                      .50c is 1/2 of \$1.00                      .75c is 3/4 of \$1.00</p>	<p>Students paired according to teachers decision according to student abilities, behaviours and needs.</p> <p>Students given 20 minutes to complete this activity, with the IWB timer set at the start of the activity.</p> <p>Class sharing on completion of activity, with different coin scenarios used from the IWB display, to copy and drag coins enabling all students to see different student versions.</p> <p>Show a circle on the IWB to demonstrate a whole (\$1.00)</p> <p>Students selected at teacher discretion to draw their understanding of 1/4; 1/2; 3/4 of \$1.00.</p>
9.25-9.40	<p><b>CLASS GAME: CONCENTRATION—MATCHING WORDS TO NUMBERS—(See page 4-Lesson 7)</b></p>	<p>Incorporate class discussion.</p>
9.40-9.45	<p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>• <b>Students advised the next lesson will involve an exercise to see what they have learnt and need to learn further.</b></li> <li>• <b>Student questions</b></li> </ul>	

Time	Lesson Content	Teaching Approaches
9.25-9.40	<p>Students practice identifying and using their knowledge of coins through interactive games using classroom iPads.</p> <p>Students are required to begin with the iPad game, “I know how much is in it”, which helps them understand how many smaller coins make up larger amounts.</p>	 <p><a href="https://itunes.apple.com/au/app/ican-count-money-australia/id528433510?mt=8">https://itunes.apple.com/au/app/ican-count-money-australia/id528433510?mt=8</a></p>
9.40-9.45	<p><b>CLOSURE: Whole class participation</b></p> <ul style="list-style-type: none"> <li>• Students seated on the floor in a circle.</li> <li>• Students recount what they have learnt throughout the lesson</li> </ul>	<p>Students learn how to use Australian currency through counting on, counting back, or skip counting methods, to determine how much change they should get back.</p>

#### RESOURCES

- 25 iPads
- Internet connection
- Interactive whiteboard
- Interactive whiteboard pens
- Laptop computer
- **Australian Money—Coins YouTube**  
[http://www.youtube.com/watch?v=7\\_5\\_rX\\_1s-8](http://www.youtube.com/watch?v=7_5_rX_1s-8)
- **I can count money—Australia**  
<https://itunes.apple.com/au/app/ican-count-money-australia/id528433510?mt=8>

#### SAFETY CONSIDERATIONS/MATERIALS

- Students who may require moderated learning due to physical limitations may sit to carry out YouTube activities
- Ensure students only access game relevant to lesson content as instructed, and use equipment appropriately and with the intent expected according to classroom/school rules
- Whole class cultural/classroom respect and etiquette, essential at all times

#### ASSESSMENT

- Student assessment will be based initially on willingness to participate in discussion and selected answering of teacher directed questions
- Students willingness to engage in interactive games as directed by the teacher and use them appropriately
- Student assessment based on knowledge and ability when engaged in interactive games

#### REFLECTION

- Did the content of the lesson meet desired outcomes?
- Were the students engaged in their learning?
- Did students understand the requirements of tasks?
- How could the lesson have been conducted better?
- Was the student’s learning experiences relevant?
- What other ways could this exercise have been conducted?
- Did all students have opportunities to contribute to their learning and discussions?
- Did all students remain on task?

# How many ways can you make the same amount?

- Use the coin stamps and ink pad, to stamp how many different ways you can make the same amount as the coin shown in the pictures.

- Stamp along each line. Use any/all of these stamps:

Coin images from:

<http://www.sparklebox.co.uk/toolbar/no/thumbs16/sb2720.html#.UwSlx2dWHIU>



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.5c

five cents

.10c

ten cents

.15c

fifteen cents

.20c

twenty cents

.25c

twenty five cents

.30c

thirty cents

.30c

thirty cents

.35c

thirty five cents

.40c

forty cents

.45c

forty five cents

.50c

fifty cents

.55c

fifty five cents

.60c

sixty cents

.65c

sixty five cents

.70c

seventy cents

.75c

seventy five cents

.80c

eighty cents

.85c

eighty five cents

.90c

ninety cents

.95c

ninety five cents

\$1.00

one dollar

\$

dollar sign

c

coin sign