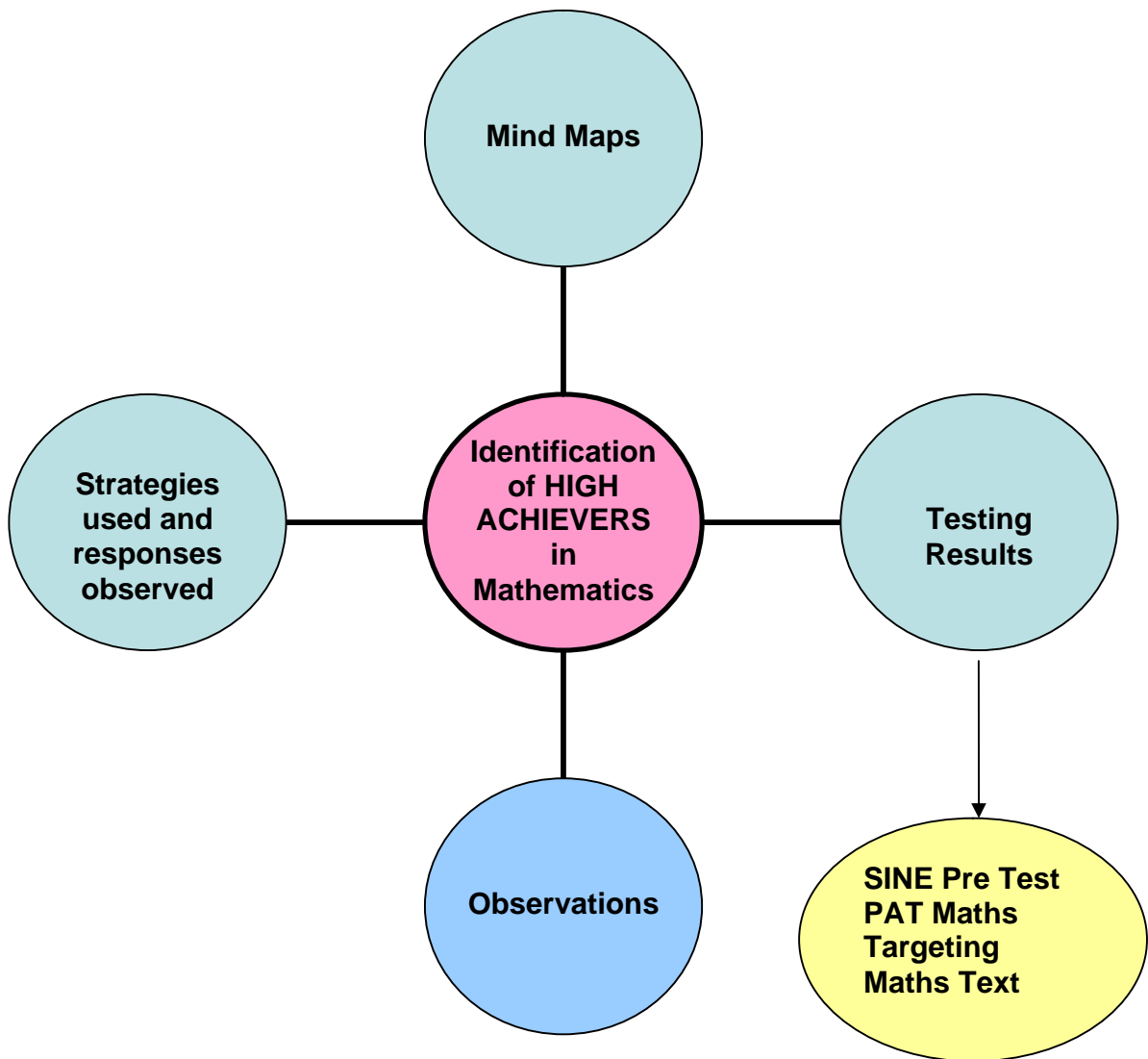


## INDENTIFICATION OF HIGH ACHIEVERS



## **CSF LEVELS AND ASSOCIATED KEY LEARNING AREAS**

**CSF LEVEL: 2**

**UNIT TITLE: NUMBER-MONEY**

**RELATED KLAs: TECHNOLOGY AND HUMANITIES  
(ECONOMICS, GEOGRAPHY and HISTORY)**

### **2.4 MANUC 204**

**Read, record and order money amounts and deal with simple change situations.**

**This is evident when the student is able to**

- **Use coins to represent written money amounts and use numbers to record the value of a set of coins**
- **Order money amounts in dollar and cents**
- **Tender appropriate amounts and determine appropriate change in shopping situations**

## Appendices

### MATHEMATICS UNIT PLANNER

<b>UNIT TITLE:</b>	<b>Money</b>
<b>HOST KLA:</b>	<b>Mathematics</b>
<b>RELATED KLA'S:</b>	<b>Technology</b>
<b>FOCUS STRAND:</b>	<b>Measurement</b>
<b>TERM, YEAR:</b>	<b>Term 3, 2005</b>
<b>TEACHER:</b>	<b>Ms Dollar &amp; Ms Cents</b>
<b>TARGET GROUP</b>	<b>Grade 1 &amp; 2 students who have shown talent in Mathematics</b>

#### **CURRICULUM FOCUS**

Our focus was to broaden the students' scope of understanding money concepts. This was done by introducing the topic of money concepts within a cultural, geographical and historical context.

#### **UNDERSTANDINGS**

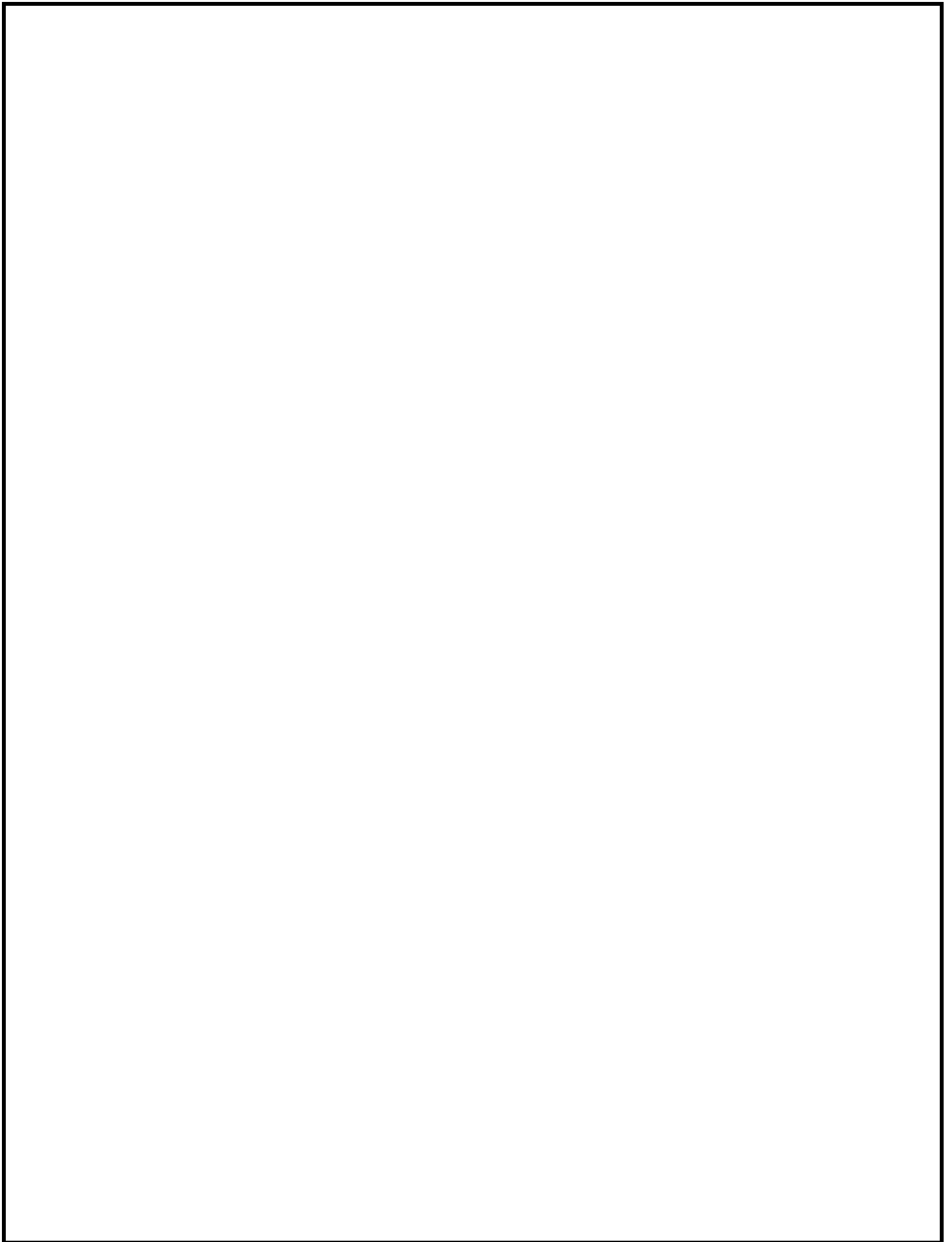
The main ideas and/or concepts students should acquire during this unit of work.

- Extend students who already had a basic understanding of money
- Challenge and broaden their understanding with regard to money
- Extend students' understanding of money in a social, world and cultural context.
- To improve the skill of rounding off and estimating.
- Using decimals to represent coin amounts and to add money amounts using these decimals.
- To expand students' knowledge of other countries and the currencies they use.
- For students to be able to convert the Australian dollar into a variety of different currencies.

#### **FOCUS QUESTIONS**

The key organisers to guide student learning through the inquiry process

- Why do we have money?
- What is money?
- Identify coins and notes in Australian currency.
- When do we use money?
- Where is money found?
- Why do we have exchange rates?
- What are the kinds of money in Australia?
- Review the money available in Australia?
- What are the different types of currency?
- What was used before money?
- Where is money made?



### KEY TERMS

Coins , notes, totals, combinations, take away, equal, currency converter, currency, calculator, world map, Euro, Pound, Lira, Yen, Dollar, cents, Australia, Asia, Europe, England, America, Canada, Mint, Banks, gold, silver, costs, shopping, decimal points, dollar signs, cent symbol, equivalencies

### KEY CONCEPTS

Relationships between Conversion Decimals	Concepts Mathematical concepts Repertoire of strategies Communicate Relationships between	Quantities Currency Rates	Functions Types/kinds Investigate Dimensions Shapes Objects
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### K.L.A's to be integrated (Highlight)

English Maths Science	Society & Environment Technology Health & Physical Education	The Arts LOTE Religious Education
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### SKILLS

Clarifying Values Co-operating Describing Discussing Evaluating Explaining Gathering Information Presenting Data Actively Listening	Classifying Comparing Hypothesising Imagining Interviewing Listening Making Decisions Predicting	Expressing Preferences Giving Instructions Interpreting Data Logical Thinking Naming Observing Reporting Orally
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## **SUPPORTING RESOURCES AND MATERIALS**

Money activity sheets  
CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: shopping with a mixed coin collection  
Page 66  
CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: giving and getting change  
Page 59  
CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: Giving change to \$1.00  
Page 58

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: Knowing if you have enough money to buy two or more items.  
Page 61

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: regrouping money to help in adding  
Page 60

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: shopping with a mixed coin collection  
Page 66

Section Two – Adding and Taking away  
Focus: Money  
English Pence  
Page 20

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: making money amounts in different ways  
Page 56

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus:  
Counting combinations of coins. Using numbers to record the value of a set of coins.  
Page 57

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: counting coins of the same value  
Page 62

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus:  
Reading and writing money amounts using \$ and c notation. Ordering money amounts.  
Page 63

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: doing simple money calculations  
Page 63

CSF 11 Reference CAN 2.4  
Lesson: Money  
Focus: knowing if you have enough money to buy two items. Rounding money amounts to the nearest dollar.

Lesson	Introduction / Focus	Activity	Assessment	Reflection
One	<p>The students were asked:            Why do we have money?            What is money?            Where do we get it?            Where is it made?            What was used before money?</p> <p>Students were then asked to choose a note or coin, and make as many combinations using other coins and notes to add up to that amount.</p> <p>We came back together as a group then to discuss how we represent money in written form. We talked about the dollar and cent sign and where each goes when representing an amount of money. We also talked about the use of the decimal when representing cents.</p>	<p>Magnetic Australian money was put up on a board. The students were asked to identify the notes and coins.</p> <p>They were asked to draw these in their books. Once they did this, they were asked to choose a note or coin and were encouraged to use a combination of coins and notes to make up this amount.</p> <p>The students practiced writing amounts on the board, using the decimal sign. We discussed how 100 cents must be converted to become an additional dollar</p>	<p>Students were able to answer these questions. A good discussion ensued about how people would trade things before money, and how this got too complicated after a while, and it was too difficult to keep up. Items were too big to carry around.</p> <p>One student suggested 'gold' was used next. This eventually changed to notes and coins, as gold was too heavy to carry around as well. We talked about how we used to use British Pounds as our form of money. Then, eventually Australia got its own money - dollars and cents. The students also talked about how the 1c and 2c coins have now been eliminated in money in Australia.</p> <p>We also talked about other countries having different money that is worth varied amounts compared to Australian money.</p> <p>They were able to do this correctly or amounts that were greater than 10, and also for amounts that were less than 10.</p>	<p>Students were able to easily name and identify Australian notes and coins.</p> <p>Most were unaware that English pounds were first used in Australia before Australia's own currency was introduced.</p> <p>Many were aware that we used to have a 1c and a 2c coin, but now we don't.</p> <p>They were aware that we used to trade items initially. One student suggested that gold was used next as a form of money.</p> <p>When making up different money amounts, some students confused the cents with the dollars when adding them together.</p>

Two	<p>We talked about the decimal point and how it represents the 'cent' amount when money is written.</p>	<p>On the board, there were a number of grocery items written. Beside each one was a price. The students were given their books, a pencil, and a calculator. They were told they had \$25.00 to spend. They had to choose 10 items, and keep the total under \$25.00.</p> <p>They chose their items and wrote them in a list in their books. They wrote the prices next to each item in another column. Then they used the calculators to add up the total amounts of their items. They aimed to get close to \$25.00. If they were over, they were to go back and replace some more expensive items with some less expensive items.</p>	<p>Many came close to the \$25.00. Some were well under the total. Those who were over were able to go back and replace with appropriate items.</p> <p>Some of the students were not sure how to do 'cents' and 'dollars' on the calculators. We discussed using the decimal to represent 'cents'. They were then able to do it.</p>	<p>Students enjoyed this activity. They were able to choose items to \$25 or substitute if needed.</p> <p>Needed assistance with how to represent cents on the calculator, but picked this up quickly.</p>
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<p>Three</p>	<p>Look at food shopping docket and total them up. What notes and coins do you need to match the totals on the docket, would you receive change and how much?</p> <p>Using shopping brochures and catalogues make combinations to equal \$50.00.</p>	<p>Teacher asked the students to try to find out the amount of money that will give you the least amount of change. Then what note would you choose to receive a greater amount of change.</p> <p>I insisted that students needed to cut out two or three items out of the brochures that equal \$50.00. They should not go over this amount. Then students wrote out the equation to match the pictures to have the combination equal the budget of \$50.00.</p>	<p>There were some great combinations and students liked writing out the combination and sharing their findings with others in the group. Some students found this activity challenging totalling and rounding off the numbers. Others searched through the brochures to find various combinations. A few of the students made combinations of items that totalled up in a pattern of tens so it was easy to count and write out the equation.</p>	<p>Students were enthusiastic and highly interested. They enjoyed handling money. Varied combinations were written up. Students enjoyed writing these ups and sharing it with the group. It was a challenge for them to total up amounts and round off numbers. Some students found items that totalled up in a pattern of 10's, so it was easy to count and write the equation.</p>
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<p>Four</p>	<p>The students were asked to bring in coins and note from other countries if they had any at home. Each student who brought in coins showed them to the rest of the group. We wrote on the white board the different countries that were represented and the currency of that country.</p>	<p>Students brought in currency from France, Italy and Switzerland, as well as a number of other countries. One student brought in a Euro. This prompted the discussion of the euro and why it was introduced. We talked about how France, Italy and Switzerland now use the euro.</p> <p>Next, the students went to the computers and we did a google search for "currency exchange". Once there, we clicked on the 'currency converter'. Here the students could choose an amount, click on a country that they wanted to convert from, then they clicked on a country that they wanted to convert to. Finally they clicked the 'converter' button to find out the exchange rate. The students wrote these in their books.</p>	<p>Dear Parent,</p> <p>For our maths extension unit on money, we are talking about money from other countries. If you have some notes and/or coins from another country that your child would like to show others in the group, please send these notes and coins to school with your child this Thursday, 11 August.</p> <p>Thank you for your assistance with this.</p> <p><a href="http://www.google.com">www.google.com</a>  <b>Type in: currency exchange</b></p> <p><b>Click on: "Currency Converter"</b>  <b>Convert any</b>  <b>currency amount in real time.</b>  <b>Fast and free.</b><b>At the sight it says:</b></p> <p><b>I want to convert...</b></p> <p>this amount of this type of  currency into this type of  currency  convert  currency</p>	<p>A student asked where money was made.</p> <p>A good discussion ensued about the name of different coins and notes.</p> <p>Students were surprised by "1,000" lire, and thought it was a lot of money.</p> <p>There was also a discussion about the introduction of the euro.</p> <p>Students were very interested in sharing their money for others to see.</p> <p>They loved using the "Currency Converter" on the computer.</p> <p>They asked for a copy of the web site so that they could try it at home.</p>
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Five	<p>We started the lesson by having the students tell us some of the exchange rates that they found last week. Many of the exchange amounts had decimal places greater than two places, so we discussed how money amounts are usually listed with only two numerals after the decimal place. We then talked about how we would need to round off the numbers to two places only. A sheet was then passed out to each student that listed the cost of a McDonald's Big Mac in a variety of different countries. We talked about the different costs and their conversion amounts in U.S. dollars. Even when amounts were converted, the cost of a Big Mac was different in different countries.</p>	<p>The students then cut out pictures of five different items and glued them in their books. They wrote down the amount of each item in their book. Then they went to the computer and used the currency converter to find out how much each item cost in another country. Once this was done they added up the total amounts in each country - Australia and some other country, using calculators.</p>		<p>The students did well with the "Currency Converter", and really enjoyed using it. They understood the rounding of decimals.</p> <p>The "Big Mac" comparisons were difficult for them to understand. They had to think about two things at once, which was a bit confusing for them. They had to think about the conversion as well as the fact that when converted, the "Big Mac" cost different amounts in different countries.</p> <p>One child was able to say why things might cost more or less in some countries - "Some countries don't have as much money, so the hamburgers would have to cost less so that they can eat".</p>
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Six	<p>Students shared the cost of the items they picked out of the flyers, and the converted amounts for each item from the country of their choice. They gave the totals for their purchases in both, Australian dollars, and the currency of the country that they converted the cost of their items in.</p> <p>We then discussed the McDonald's hamburger cost comparison in different countries. We talked about the fact that even when we converted the actual cost into different currencies, a McDonald's hamburger cost different amounts in different countries. We talked about why this might be the case.</p>	<p>The students were then given a map of the world, with country names written on it. The students then used the currency converter site on the internet to write down the name of the currency that each country used beside the country name on the map.</p>		<p>Students enjoyed finding countries and where they were located on the map. They found the names of some currencies "funny" or "interesting". They were excited to find Madagascar on the map - they were familiar with the movie.</p>
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Seven	<p>The students designed their own currency. First of all, the students made a plan. They had to decide what they wanted to call their currency. They then decided what notes they would have, and the coins that they would have. They had to decide what to call their coins, as well. The students were then asked to decide what the currency exchange would be for their currency compared to the Australian dollar.</p>	<p>The students were then given paper, scissors and textas to design and make their own notes and coins. They could put their own pictures or logos onto their own money. Some designed their own symbol to represent their money (For example: dollar = \$). I then asked them to find a few things in flyers that they could buy, add this up and then convert into their own dollars.</p>	<p><b>DESIGN YOUR OWN CURRENCY</b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>1) WHAT WILL YOU CALL YOUR CURRENCY?</b></p> <p><b>2) WHAT NOTES WILL YOU HAVE?</b></p> <p><b>3) WHAT COINS WILL YOU HAVE?</b></p> <p><b>4) MY _____ WILL BE WORTH _____ AUSTRALIAN DOLLARS</b></p>	<p>Students really enjoyed designing their own currencies. Although the names of their currencies tended to be similar to each others. Their notes and coins tended to be similar to that of Australian money, but they still enjoyed the opportunity to design and make their own currency.</p>
Eight	<p>As a summary of this unit, the students figured out the answers to a number of problems, using the money strategies they learned how to use over the course of this unit.</p>	<p>The students were then asked to do another Mind Map of money. They completed one before they began these sessions on money.</p>	<p>This was done so that we could see what new concepts they learned and any new information they gained from completing this extension unit.</p>	<p>Students' responses to the mind map were richer and included more than at the beginning of the unit. They included the names of many different currencies on their mind map, as well as the names of different banks. They also mentioned the mint as well.</p>

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