**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 2 | STRAND: NUMBER AND ALGEBRA | **SUB-STRAND:** WHOLE NUMBERS | **WORKING MATHEMATICALLY:**  MAe-1WM & MAe-2WM |
| **OUTCOMES: MAe-4NA** | | **Counts to 30, and orders, reads and represents numbers in the range 0 to 20** | | |
| **CONTENT:** | | **Use the language of money**   * use the language of money in everyday contexts, e.g coins, notes, cents, dollars * recognise that there are different coins and notes in our monetary system * exchange money for goods in a play situation (Problem Solving) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * Can students recognise and say the value of coins and notes? | | |
| WARM UP / DRILL | | * Coin Rubbings - Children are given a number of coins to rub and see the animal appear | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | |  | | |
| QUALITY TEACHING ELEMENTS | | **INTELLECTUAL QUALITY** | **QUALITY LEARNING ENVIRONMENT** | **SIGNIFICANCE** |
| * Deep knowledge * Deep understanding * Problematic knowledge * Higher-order thinking * Metalanguage * Substantive communication | * Explicit quality criteria * Engagement * High expectations * Social support * Students’ self-regulation * Student direction | * Background knowledge * Cultural knowledge * Knowledge integration * Inclusivity * Connectedness * Narrative |
| RESOURCES | | Australian coins and notes; play money; crayons and blank paper; purse and lolly cards for game; Money Bingo Game; ‘Play Shop’ set up with price labelled items to buy; computers and/or IWB for ‘Mathletics’ | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| **Explain lesson outcome –** allow students to look at and feel coins and notes  **Money Bingo**  Teacher makes a bingo game with notes and coins – students cover their coin or note as the teacher calls it out.  **Money Reward Week**  During this week children are given play money for a job well done, e.g. listening  carefully, collect money and at the end of the week they count their coins and buy  that toy to play with.  **Class Shop**  The teacher sets up play situations to allow students to explore coins and notes, and use them in shopping contexts. A selection of items could be available with marked prices.  Students group the items they could buy with a given note or coin.  Students role-play buying items at the shop using coins and notes for whole  amounts.  Students group the items they could buy with a given coin or note.  The class shop can vary to include businesses such as hairdresser, butcher, baker, trash and treasure, office, restaurant, or bookshop. | LEARNING SEQUENCERemediation |  |
| LEARNING SEQUENCEES1 | **Lolly Shop Concentration Game**  All lolly cards are placed face down to the left and money in the purse cards are  placed face down to the right. Each child takes a turn to turn over a lolly card and  money in the purse card and try to match them. If they match they keep them and if  they don’t they turn the cards face down again. The winner is the child who gets the  most matching pairs.  **Mathletics:**  • Everyday Money  **Class Shop**  The teacher sets up play situations to allow students to explore coins and notes, and use them in shopping contexts. (Small group activity)  ASSESSMENT: Task 1 (Worksheet) – match coins/notes to their written value  Task 2 (Worksheet) – join labelled items to buy to the coins/notes required |
| LEARNING SEQUENCEExtension | **Class Shop**  Students order the items for sale from least expensive to most expensive.  Students choose two or more items they could buy using a specified amount e.g two dollars |
| **EVALUATION & REFLECTION** | Discuss why we use money in exchange for goods and services.  Discuss how knowing about money will help us in everyday life.  Ask students why they think money is important.  Ask students to explain in their own words what they have learnt about money including the language of money. |

* All assessment tasks should be written in **red** and planning should be based around developing the skills to complete that task.
* Assessment rubrics or marking scale should be considered.