

Professional Knowledge- Planning		
Date: 20/8/20	Time: 10am – 10.50am	Year: 1 /2
Learning Intention:	Success Criteria:	
-We will be able to recognise Aus coins and notes -We will be able to order and add small amounts of coins and/or notes		
Key Questions:	Assessment strategies:	
What strategies to use that helps ordering and adding What differences in coins help us	Focus group observations Focus group activity sheet	
Required Prior Knowledge:	Where does lesson fit in teaching cycle?	
Place value Decimals Recognition of numbers to 100	Lesson 3 of 3	
Lesson Context	Differentiation <i>(Task, content, environment)</i>	
<p>Introduction – revision of previous knowledge (what coins do we have, what notes, have we always had money around, does bigger mean it's worth more?) Show them the Japanese Yen and pass around to compare. I'm comfortable you all know which coin is which, but if you're still not sure just come and have a chat with me after the lesson.</p> <p>Warm up activity – Either skip counting with buzz??? or Popcorn, where we all crouch down and when teacher says a true fact or solution we pop up, if false, stay down. Can use anything, not just about coins. (3min)</p> <p>Go through lesson plan.</p> <p><u>Group 1 – Independent Task – iPad</u> https://www.topmarks.co.uk/money/coins-game KTP – becoming familiar with use of coins, ordering and counting (differentiated for students with differing abilities)</p> <p><u>Group 2 – Book Shop</u> Continue on from prior day with play-based learning about coins and exchanging these (with no additional tasks) KTP – becoming familiar with exchange of money and use of coins and notes</p> <p><u>Group 3 – Teacher-led Activity</u> (look at ordering and counting small denominations) 20cents group – Have coins set up in middle and have a play around with them, show how placement is made for cents of a 100-number line. Ask students – what coin is this? And they write it on whiteboard. Get the students to put them in order based on lowest to highest. Once done put hand on head. This is</p>	<p>-Auditory and visual tasks -Explicit instructing -Hands on materials (play-based learning) -Interactive activity catering to differing levels -Peer mentoring support (co-operative learning)</p>	

used for consolidating assessment. Teacher makes an order in front, but incorrectly – ask what do you notice about the way I have done this? Why? Ask individuals as to where correct placement goes. Extending activity – ask students to write down the value of each coin.

50cents group – Have coins set up in middle and have a consolidating revision of difference between cents and dollars. Ask students where they are placed on the 100-number line. On whiteboard, ask students to write them in order with correct placement of \$ and c symbols. Use for assessment
Ask students which coin is this? And ask them to write on whiteboard. Complete activity sheet using skip counting strategy. Extending Activity – Ask students to make a certain value and hands on head when finished. Teacher to write this value on a whiteboard (can use notes also)

One Dollar group – Have coins set up in middle and have a consolidating revision of differences in coins and notes. Ask students to show 2 different ways to make 75c, \$2.50, \$5 on a whiteboard. If I have 2 x \$2 and 1 x \$1 what could I do?
Activity Sheet – count how much and write value at the front (use of correct \$ and c) 35c, 80c, 75c, 95c, 95c, 1.10

Reflection –

What did I enjoy about today? How can I use this in my play, at home, or other learning? Talk to person next to you. Random selection for class discussion.