


LESSON PLAN

Year 4: Money

 45 MINS

powered by

 Mathletics

General Outcome:

- Solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Specific Outcomes:

- Understand place value to 1000 and represent hundreds, tens and units in words, pictures and concrete resources.
- Use mental calculations including doubling and halving.
- Explain methods using mathematical vocabulary.

Introduction

 10 MINS

Please log into

Teacher Console > Demonstrations > Concept Search.

Type money into the Search bar. Other suggested words are: coins, pence, equivalent, and pound. Review these words with students and to your maths working wall or display.

On the interactive whiteboard, play the video 'Coin Count' to introduce the problem located in Lessons, "**Year 4: Money**". After the video, discuss the key information.

To support students ask:

- If there were three 5 pence pieces, how many 10 pence pieces would there be? How many 20 pence pieces? What is the total?
- If there were four 5 pence pieces, how many 10 pence pieces would there be? How many 20 pence pieces? What is the total?
- Is it possible to decide the number of 10 pence pieces first?

To extend learning ask students:

- How many 10 pence pieces might there be? Why only those amounts?
- How does the number of 20 pence pieces compare to the number of 5 pence pieces? Why?
- Could the amount of money be of the form £[] []5? Why or why not?



ITEMS NEEDED

- ✓ Interactive whiteboard
- ✓ Mathletics teacher and student logins
- ✓ Mathletics eBooks
- ✓ Teacher notes from "Coin Count"
- ✓ Student worksheet for "Coin Count"
- ✓ Dice



ASSESSMENTS

- ✓ Observation and participation
- ✓ Reviewing completed "Coin Count" student worksheet
- ✓ Reporting results within the Teacher Console of Mathletics for curriculum



ACCOMMODATIONS/ MODIFICATIONS

- ✓ Provide manipulatives.
- ✓ Encourage students to click on "Something Easier" and "Something Harder" within Mathletics curriculum activities.
- ✓ Teacher can work with a small group of students.



EXTENSION OF LEARNING

- ✓ Mathletics eBook "Addition and Subtraction" Money hand outs
- ✓ Curriculum activities
- ✓ Live Mathletics Levels 3 and 4

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Teaching/ Main Activity

 30 MINS

eBooks: Coin Count

- Provide students with the "Coin Count" student worksheet. Students can cut-and-paste coins or the teacher can provide physical coins. Have the students come up with as many possible solutions as possible. If students need help with ways to solve this problem, teachers can review the Problem Solving booklets within eBooks. The strategies discussed in the Problem Solving eBooks are; Read, plan, work and check; Draw a diagram; Look for patterns; Act it out; Trial and error; Make a list; Estimation; Work backwards; and open ended.
- Display the "Coin Count" interactive whiteboard. Drag coins in to the main screen. The number of coins in the selection and total will update at the top. Ask students to use the interactive to show solutions they have found. Encourage children to begin to use pattern to find alternative solutions.
- Reinforcement: Using computers or mobile devices, students complete curriculum activities in the Student Console. Suggested activities: Model Numbers, Place Value to Thousands, Place Value Partitioning, Place Value 2, Fraction Fruit Sets 1, Frog Jump Multiplication.
- Extension activity/cross-curriculum activity: Using the Year 4 eBook – Addition and Subtraction. Print game pages 40-41. Students to play in pairs. Each pair will need two dice. Students roll the dice and using the number they roll, they need to determine how much change they would be given according to the problem. The winner is the student with the most change at the end of the game.



Plenary

 5 MINS

- Ask children to sit in talking partners and think about how often we use money.
- When did have to calculate change?
- Share students experiences of calculating change. Record on the interactive whiteboard.



For more information contact our team...

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