EDC1400 Teaching and Learning Session Plan.

**Sector:** Primary

<table>
<thead>
<tr>
<th>Age group/year level:</th>
<th>Subject area:</th>
<th>Length:</th>
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<tbody>
<tr>
<td>4</td>
<td>Maths</td>
<td>60 mins</td>
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**Overview of topic:** The school believes that it is important to teach students the value of money and the ways in which to budget that money at an early age. By laying this foundation of understanding of the skills need in this area the school believes that students will be better equipped. The overview of this lesson plan is based on the exploration of efficient and appropriate techniques used in creating and understanding the importance of a budget. This lesson is a part of a sequence that will occur during the fourth week of a five week unit plan.

**Specific curriculum descriptors and/or outcomes:**
- Solve problems involving purchases and the calculation of the change to the nearest five cents with and without digital technologies (ACMNA080)
- By the end of this lesson students will be able to design a budget for a specific purpose.
- Students will also be able to understand how to stay within a budget by the end of the lesson.

**Objectives:**
- Students will organise and calculate a budget
- Students will learn how to spend within a budget

**Ascertaining Prior knowledge:**
- Check anecdotal records made in prior lessons to review student knowledge
- Questioning and/or group discussion during introduction of lesson to assess concepts of new skills learnt in previous lesson
- Ask questions to assess prior knowledge of new skills to be taught this lesson e.g. who knows why it is important to work within a budget?
- Review previously learnt knowledge and skills through observation of warm up activities
- Ascertaining prior understanding of the subject ‘money and financial mathematics’ by conversing with the classroom teacher about the content that had already been taught on the

**Formative assessment:**
- Observe and monitor student participation and understanding of content and skill acquisition throughout the learning experience.
- Questioning students in regard to content to check and facilitate learning and understanding
- During each activity immediate feedback will be provided to participants while they are still engaging within activity to promote further improvement of learning during that particular skill.
- Participants will reflect in small groups about what learning has taken place.

**Summative assessment:**
- Through observation of their mental and written strategies when calculating change while staying within a budget

**Resources:**
- Budget worksheets
- Printed catalogues e.g. clothes brochures, sports equipment catalogues
- Power point presentations
- Projector
- Calculators (Certain students only)
- Pencils, rubbers

**Safety Concerns:** There are no major safety concerns in regards to this lesson.
### Lesson Plan EDC1400

**Name of Activity:** Adding Money

- Students are asked to pack up equipment used in previous lesson, taking out their whiteboards, placing their hands on their heads when they are ready (1 min to complete)
- The task instructions and expectations for the task are then explained to the students
- Instructions for the activity:
  - Study each slide carefully (explaining that in the slide show there the slides are going to show varying amounts of money)
  - They are to use their skills in addition to add together the total amount located on each slide together
  - Recording their answers on their whiteboards
  - Holding their whiteboards up to display their answer (this not only allows for instant feedback, but is a clear indication of the students participating in the activity)
- Moving onto the activity itself once instructions have been explained explicitly and understood by the students
- The students are asked to sit work quietly while completing the answer to each slide
- Allowing sufficient time on each slide for the students to review their answers
- Walking around checking that students are engaging in the activity at the same time as observing if any students are in need of assistance
- Continuing on once all the students have raised their whiteboards and presented their answers
- Asking a selected student to read out their answer for the slide correcting the answer if wrong before moving onto the next slide

### Teaching and learning strategies:

- Questioning and reflection of skills learnt from previous lesson students to identify the key points (Guided Discovery)
- Ask questions to assess prior knowledge of new skills to be taught this lesson e.g. who knows why it is important to know how much money you have?
  - Inquiring are there more coins or notes?
  - What would be the largest note shown be?
- Demonstrate techniques of how they may attempt to solve the problem (Command / Practice)
- When working out the total discuss the easiest method of finding the total (Guided Discovery)
  - Would you add the notes first or the coins?

**Transition:** Have students pack up their whiteboards asking them to take out a pencil and a rubber ready for the next activity

### Catering for varied learner needs: Variations on Activity

- Meeting with Learning Support Teacher to discuss needs of students that have been identified as requiring special considerations (no identified students in this class)
- Delivery of information is important discuss task with students verbal instruction but also write key dot points onto whiteboard
- Additional explanation and demonstration provided to required students to enable them the tools to successfully achieve the intended outcomes
- Students ability level grouped (multiple intelligences) to simulate higher learning levels within each of the groups
- Allowing students that are in need of support to use their calculator when working out the total (Support)
- Have students that are more advanced to complete the task without a calculator (Extension)
**Body of Learning experience and procedures: (50 mins)**

**Name of Activity: Creating a Budget (I do)**
- To begin the body of the lesson create a discussion with the students of what they believe a budget is.
- After which discussing with the students the different situations that they may use a budget
- Presenting a power point on different areas in which they might budget
- Demonstrating how a budget may be used in different situations using Christmas shopping as an example creating an imaginary gift list that will be used to purchase presents for 5 different people
- Presenting to the students on the whiteboard how a budget may set out
- Showing the students that I only have a set amount to spend; as in any budget.
- Explaining to the students that is all that I am able to spend
- Establishing understanding early on what ‘money depletion’ is i.e. when I buy different items from different catalogues the amount of money I began with begins to decrease  
  - Showing them the more I buy the less money I have to spend
- When setting out the imaginary budget for the students demonstrating to them how when designing a budget I allocate the money in my budget to different areas (in this case people) i.e. this person gets so much, and this person gets so much
  - Demonstrating to the students that by allocating their funds within their budget before they start spending they are more likely to stay within their budget

**Teaching and learning strategies:**
- Explain expectations and requirements for activity explicitly (Direct Instruction)
- Explain expectations and requirements for activity (Direct Instruction)
- Demonstrate techniques of how they may create a budget the actions they would take and explanation of each step required for activity. (Command)
- Students practice activity. Teacher to make corrections and provide encouragement (Command / Practice)
- Developing greater understanding of the how this subject is related to real world situation through ‘knowledge integration’
- Teaching points - Revise skills that may be used from previous lessons (Direct Instruction)
- Using ‘substantive conversation’ to develop students thoughts and inquiry (Guided Discovery)

**Catering for varied learner needs:**
- Provide visual demonstrations of skills, if required have a student demonstrate during verbal explanation
- Allow time for all learners to absorb content and process meaning and then ask/answer questions
- Repeat answers given by students or questions asked by students clearly to ensure understanding and attention
- Students that require more support are able to complete this task with a calculator
- Support students are also to complete this task using items that only have a dollar value (no cents)
- Support students that require more support will be asked to create a budget for 4 people instead of 5 (by reducing the amount of people that the students are required to split the
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**Demonstrating to the students that I am unable to buy certain items if I have run out of funds within my budget I may be unable to purchase a certain item**

(We Do)
- The students are handed a worksheet on which they are asked to write down 5 different people for which they are to going to buy Christmas presents for with the money they have in their budget
  - They are not allowed to name themselves in their list
- On the sheet that the students are able to see that they have been allocated a $100 for their Christmas present budget
- Before beginning the activity of creating their budget however, students are told that the first item they are purchase as a class is that of a “pink polka dotted unicorn” with the cost of $3 dollars
- The students are to decide who this “pink polka dotted unicorn” may go to, but they must allocate this item to a person on their list
- As a class the students are then to discuss the amount each of them is left with after purchasing a “pink polka dotted unicorn”

(You Do)
- Once completing the first purchase of the pink polka dotted unicorn together the students are given time in which they are to allocate their budget accordingly
- Being told that they are to allocate their money somewhat evenly between the names they have written down i.e. not allowed to spend most of their money one present and forget the rest of the people
- The students are to purchase a present for each person on their list (the unicorn is not counted in these purchases)
- Remind the students that whoever the unicorn in their list has already had $3 taken away from the money allocated to their present
- They are then given different catalogues containing items that they may purchase with their money for the people on their list

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<thead>
<tr>
<th>Questioning:</th>
<th>Extension students may complete this task without a calculator</th>
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<td>o When would they use a budget?</td>
<td>Extension students may also complete the task using items that contain cents in the price instead of just dollars</td>
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<td>o Why do they think it is important to use a budget?</td>
<td>Extension students will be asked put aside further funds within their budget to cater for buying Christmas cards for each of their classmates at a cost of 20 cents each</td>
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<td>o Discussing with the students what they might think a budget might be used for?</td>
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<td>o When creating a budget is it important to allocate a certain amount to each item?</td>
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<tr>
<td>o How may you allocate your budget to different items</td>
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<td>o Why did you allocate the money the way that you did?</td>
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While lesson is in progress walking around the classroom assisting students where needed

Throughout learning provide positive reinforcement for good behaviour and provide feedback to assist students in correction of techniques (Guided Discovery)

Repeating instructions throughout the lesson

Transition: Once I have shown the students the class moves onto do the activity together
- During this period students will be reminded that the idea is to stay within the budget
- Explaining to the students that they are not able to purchase an item unless it fits within their budget
- When purchasing the items with their money the students are able to spend as much or as little as they like from their allocated funds for each person
- Once the students have completed their purchases the will be asked to working out how much of their overall budget is left after purchasing all their gifts.
<table>
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<th>Conclusion – Reflecting on and summarising learning: (5 mins)</th>
<th>Teaching and learning strategies:</th>
<th>Catering for varied learner needs.</th>
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<td>• At the conclusion of the activity discuss with the students as a class what they found difficult about the task.</td>
<td>• Teacher summarises the lesson by stating the main points of the lesson and asks students to restate on what they learnt in the lesson</td>
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<td>• Actively involve all students in discussion.</td>
<td>• Discussion on techniques covered, what works well and why (Guided Discovery)</td>
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<td>• Students then to discuss with a partner or small group and record three main points relevant to them for the each of the core skills into their students diaries.</td>
<td>• Creating a class inquiry asking questions such as:</td>
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<tr>
<td>• Main points to be discussed through the ‘sandwich’ technique. With their partner they will provide on aspect of the lesson they performed well and area of improvement and finalise with another positive of the lesson they performed well</td>
<td>o How might you improve your budget?</td>
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<td>• Asking students to create a Mind Map of ideas for future improvement in this activity</td>
<td>o Were you able to stick within your budget?</td>
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<td></td>
<td>o Was it hard to stay within your budget?</td>
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<td>• Encouraging the inclusivity of all students in class discussion</td>
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<td>• Group/partner work – sandwich reflection strategy on performance of skills (Guided Discovery)</td>
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<td>• Students record learning in student diary for future lessons reflection</td>
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