

Money Matters

Literacy Level 26 • Maths Level 2–3 • Number and Algebra

Wise Up!



Inquiry Learning
for Years 5 and 6

Inquire to Learn!

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There are many ways in which *Money Matters* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Understand sentence structure: compound and complex sentences.

Specific Literacy Learning Outcome:

Use punctuation as a guide to meaning.

Numeracy Achievement Objectives:

Combine or partition whole numbers.

Find fractions of quantities.

Specific Numeracy Learning Outcome:

Use addition, subtraction, multiplication, division, and fractions in real-world situations.

Session 1: Using the Big Book, share-read *Money Matters*, stopping at natural points for discussion. Draw on the students' prior knowledge of money.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the Specific Literacy Learning Outcome.

Literacy Focus:

1. *Recall:* Ask: What is the basic unit of currency in many parts of Europe? [Euro (page 8)]
2. *Inference:* Ask: Why do you think New Zealand used the British monetary system for many years? [Answers will probably include reference to New Zealand being part of the British Empire/Commonwealth.]
3. *Punctuation:* Review the use of punctuation to

Additional Achievement Objectives – Financial Capability

Money:

- Discuss different ways of paying for things. (Level 2)
- Define simple interest, and discuss examples of when interest is incurred. (Level 4)

Saving:

- Investigate the role of banks and other savings institutions. Evaluate them according to risk, interest paid, and access to funds. (Level 3)

Credit:

- Explain how credit and interest work. (Level 3)

Specific Financial Capability Outcomes:

Understand the benefits and disadvantages of different ways of paying for things.

Understand simple interest.

help clarify meaning, noting the use of parenthetical commas – for example, “, such as fruit,” (page 2).

Session 3: Using the Small Books, have the students reread *Money Matters*. Model answering the Wise Up! on page 5. In their maths groups, have the students answer the Wise Up! questions on pages 7, 9, 11, 13, 15, 17, 19, 21, and 23. Help individual groups as necessary.

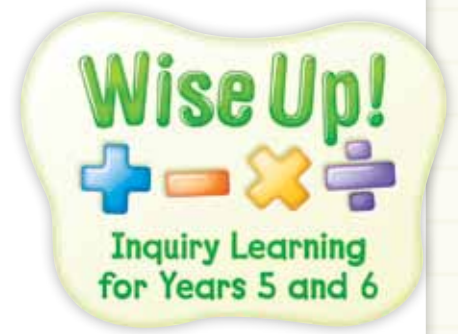
Session 4: As a class or in small groups, have the students complete the challenge on page 24. As an extension exercise, ask the students to complete the same challenge with \$13.

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Continued on page 2

Money Matters

Teacher's Notes continued



Inquiry Learning Extension:

Have the students discuss the merits of a bartering system versus a money system. This could be done in two ways:

1. Each student writes a paragraph advocating one system or the other, giving reasons for his/her choice.
2. The class divides into two groups, one group preparing an argument for a barter system and the other preparing an argument for a money system. Each group chooses three speakers to debate the case. At the end, class members vote on the better-presented argument.