

Pocket money

Related outcomes

- WM 2.1: A student poses questions or problems about mathematical situations.
- WM 2.3: A student represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.
- N 2.4 (a): A student approximates, calculates and represents solutions to addition and subtraction problems involving two-digit numbers, using a variety of informal strategies including mental, written and calculator methods.
- VA 5: A student demonstrates a willingness to work cooperatively with others and to value the contributions of others.
- VA 6: A student appreciates the importance of visualisation when solving problems.

Possible indicators

- A student can:
- interpret column graphs
 - recognise features of a graph e.g. axis
 - write questions about the information in the graph
 - use data to generate comparative questions
 - use strategies to complete addition and subtraction problems.

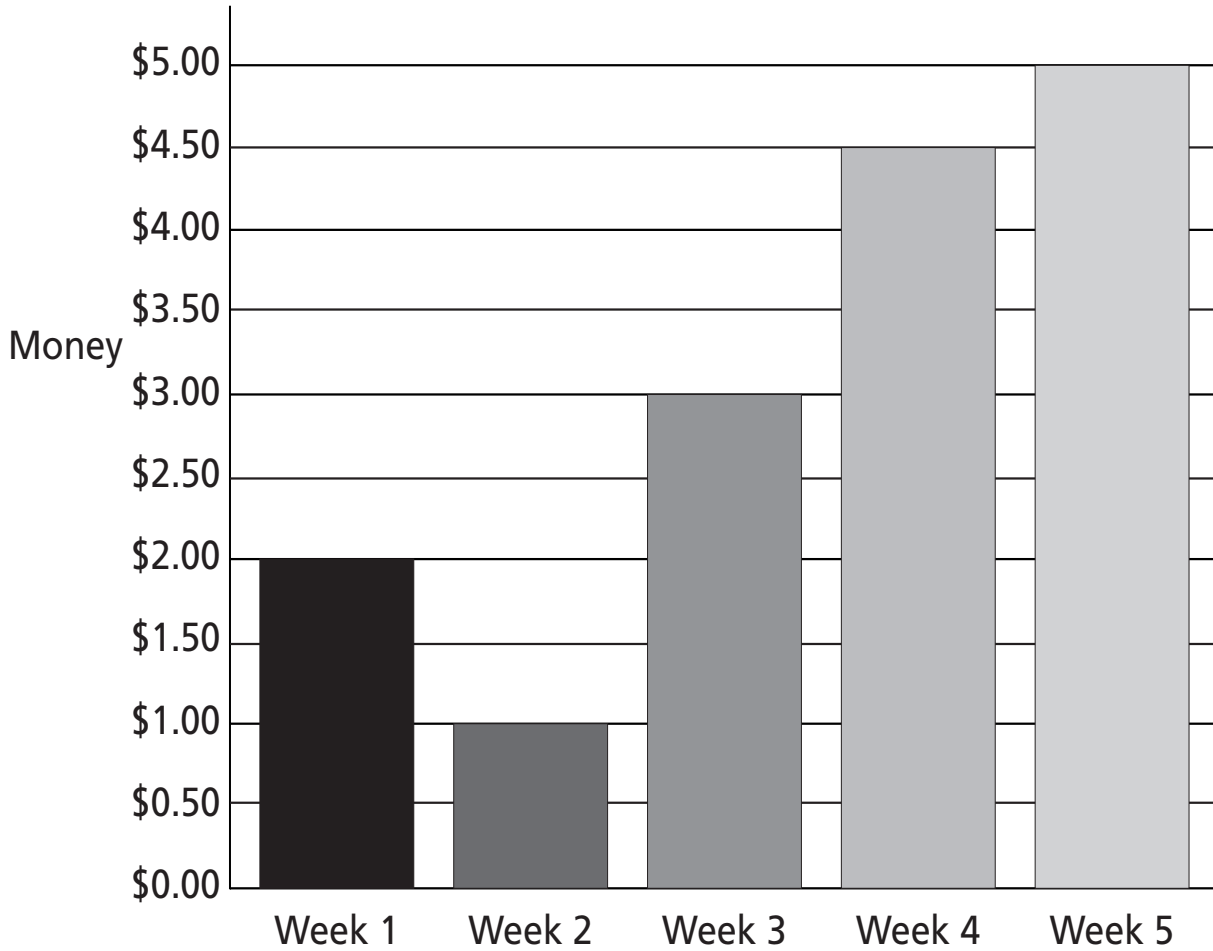
Syllabus links

Working mathematically	Questioning, Communicating, Problem solving (pp 20-37)
Space	Graph 4
Number	Addition 6 Subtraction 9

Teaching activity

1. Discuss issues relating to receiving pocket money, then discuss the purpose of a budget (e.g. to manage resources effectively).
2. Display the graph of “Chris’s bank account”. In this graph, Chris receives \$5 pocket money every week. This graph shows the amount of money in her bank account over five weeks.
3. Discuss what each column shows, then record this as a number sentence. For example, in week 1 Chris banked \$2; therefore she spent \$3. This can be represented as $\$5 - \$3 = \$2$. In week 2, Chris received another \$5, making her total \$7. This can be recorded as $\$2 + \$5 = \$7$. However, since she has only \$1 left in the account, she must have spent \$6, or $\$7 - \$1 = \$6$.
4. Ask students to write a story (narrative or explanation) to match the information in the graph below.
5. Students prepare questions based on the graph and give them to a friend to answer.

Chris's bank account



Extension

6. Tell students a story that refers to income and expenditure, and ask them to prepare a graph that reflects the money transactions.

Language

graph, how much, dollars, fifty cents, total, left, spent, saved, bank account