

Saving for something

Related outcomes

- N 2.1 (a): A student counts, compares and orders whole numbers up to 9999 and represents them in symbols and words, stating the place value of any digit.
- 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.
- N 2.5: A student uses number skills to solve real life problems (whole numbers only).
- WM 2.5: A student compares own method of solution to a problem with that of others.
- VA 2: A student demonstrates a positive response to the use of mathematics as a tool in practical situations.
- VA 5: A student demonstrates a willingness to work cooperatively with others and to value the contributions of others.
- VA 15: A student appreciates the contribution of mathematics to our society.

Possible indicators

A student can:

- subtract a two-digit number from a three-digit number
- add combinations of one-digit and two-digit numbers to 100
- estimate results for subtraction, being aware of unreasonable answers
- describe items that are worth their monetary value
- use terms such as saving, spending, investing.

Syllabus links

Working mathematically	Communicating, Problem solving (pp 20-30)
Number	Numeration 11
	Subtraction 11, 12
	Addition 7
	Money 5

Teaching activity

1. Brainstorm, with the whole class or small groups, ways in which family and friends earn their money. Write responses on a chart.
2. Discuss with students the different things people do with money (e.g. save, spend, invest).
3. Pose questions such as:
 - Are you, or have you been, saving for something special?
 - Why can it be difficult to save money for something special?
 - Why is it important to save your money?
4. List students' responses.
5. Discuss, as a whole class, various ways of saving money.

6. In small groups, students look through catalogues or the “For Sale” section of newspapers. Students circle or cut out items that they would be interested in purchasing.
7. Students then decide how they could earn the money required to purchase the selected item or items. Students then create a budget which clearly shows how the money will be raised.
8. Groups of students present their budget to the class.

Language

money, saving, trade, give, buy, sell, purchase, left, take away, subtract, more, less, a lot, not enough

Equipment

glue, scissors, chart paper, textas, paper

Resources

newspapers with a For Sale section, catalogues, leaflets

