

MATHEMATICS OPEN TASK ANTICIPATE PLANNER

Topic: Addition	Level: 3	Planning Team: Year 3	Date: 6/12/24
Content Strand(s): Number Algebra Measurement Geometry Statistics Probability			
Content Descriptor: recognise the relationships between dollars and cents and represent money values in different ways VC2M3N07			
Mathematical Focus (key mathematical knowledge being explored and constructed): <ul style="list-style-type: none"> I can partition numbers in different ways I can add together different money values I can identify equivalent money values 			
Open Task for Investigation: Olivia purchased a new tennis racquet from Rebel Sport. It cost \$35. How many different money combinations could she have used to buy her tennis racquet?			
Anticipated solutions including difficulties and misconceptions		Assessing and Advancing Questions	
Lack of knowledge of Australian currency. Eg \$3 coin Does not understand the relationship between dollars and cents. Eg 20c coin is worth more than a \$5 note.		Assessing Questions What are the values of our Australian coins and notes? What have you done so far? How do you know you have made \$35?	
		Advancing Questions <i>Refer to the enabling prompt to enable students to enter into the learning</i>	
Creates only one solution - does not draw on knowledge of equivalence to create multiple solutions. May use only notes, not coins		Assessing Questions What have you done so far? How do you know you have made \$35? What money values have you used?	
		Advancing Questions Can you think of another solution? What if you didn't have a \$10 note, what other notes/coins could represent \$10? What if I used notes and coins?	
Creates several examples but they are random solutions, does not identify any patterns within the task		Assessing Questions What have you done so far? How do you know you have made \$35? How did you create different solutions?	
		Advancing Questions Can you order your list from the least amount of notes to most ? What if you represented one value in another way? Can you see a pattern in the different ways to represent the same value?	

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Creates an organised list of possibilities using systematic patterning	Assessing Questions What have you done so far? How do you know you have made \$35? How have you organised your solutions?	
	Advancing Questions <i>Refer to the extending prompt to extend students within the task</i>	
Enabling and Extending Prompts		
Enabling Prompts Provide students with concrete materials - Australian coins and notes Provide with a money anchor chart Change the money value: <i>Olivia purchased a tennis racquet for \$15. What notes and coins could she have used to pay for her racquet?</i>	Extending Prompts I paid with a combination of 7 notes and coins. What the combinations have been?	
Key questions to draw out the Mathematical Focus: <ul style="list-style-type: none">• What values are represented within our Australian currency?• How did you use your knowledge of partitioning to think of different ways to represent \$35.00?• How did you use your knowledge of equivalence to create different solutions based on your first solution?		
Consolidating task	Vocabulary	Resources
<i>Olivia purchased a packet of tennis balls for \$7.65. What notes and coins could she have used to pay for the packet?</i>	Dollars Cents Equivalent - the same as Partition Total Pattern	Money anchor chart Australian currency