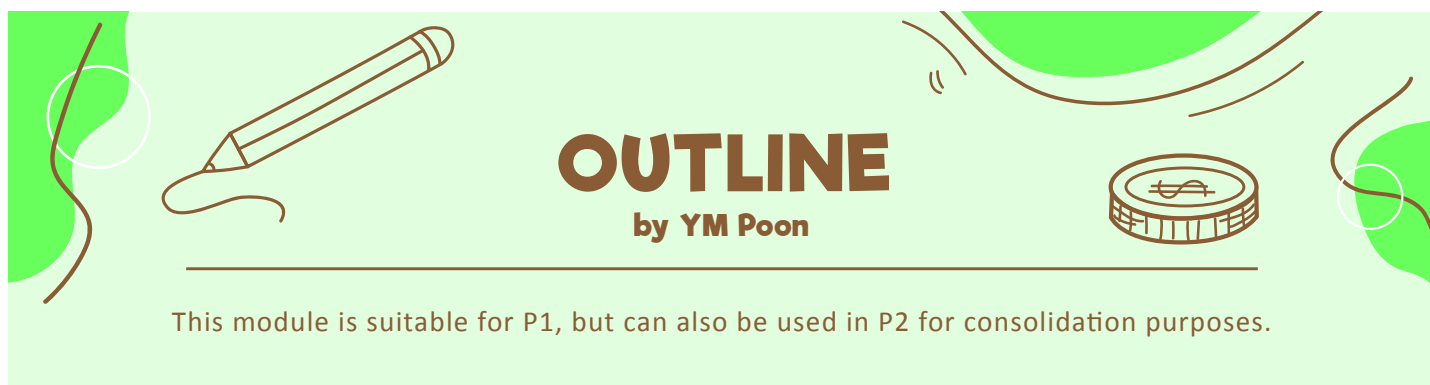




RATIONALE – Why do NCS students find coin values difficult to understand?

LEARNING TARGETS – Students are expected to be able to

1. identify coins of different values,
2. do skip counting in terms of the value of coins, and
3. practice equal-value exchange among different coins.

LEARNING AND TEACHING STRATEGIES

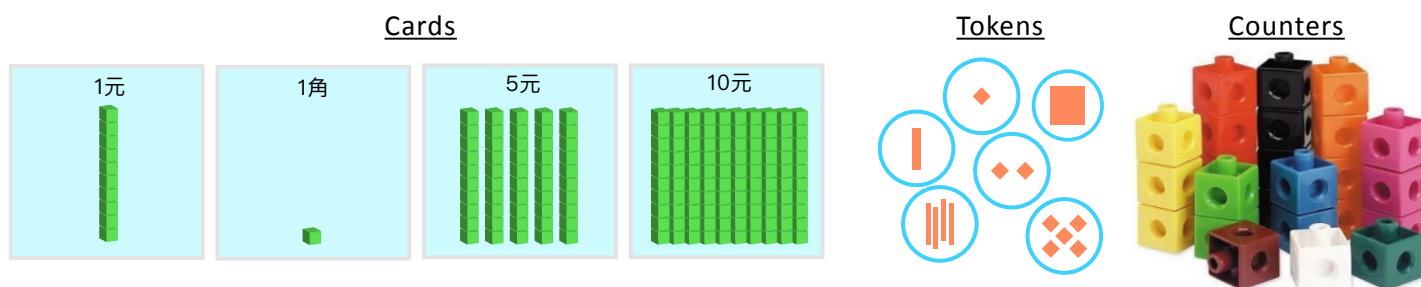
1. Use of manipulatives
2. To practice skip counting with real coins
3. To engage and motivate students with story problems

SELF-ASSESSMENT IN 'EXERCISE COUNTS'

These targets and strategies are realized through exercises, which are accompanied by special self-assessment to enhance learning.

LESSON PLAN I – FOR LEARNING TARGET 1

Manipulatives – e.g. cards, tokens, counters and real or toy coins.



Three Exercises with manipulatives

Ex.1 Let students make their own set of counters

Ex.2 Let students line up coins in the order of their values and observe relations among various coins

Ex.3 Let students match cards, tokens, counters and HK coins with their names

LESSON PLAN II - FOR LEARNING TARGET 2

Four exercises with counting activities

Ex.1 (Level 1) - Skip counting dollar coins in 2s, 5s or 10s

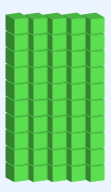
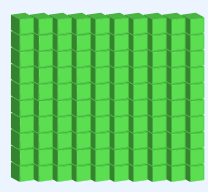
Ex.2 (Level 2) - Skip counting in a combination of two or more of the above

Ex.3 (Level 3) - Skip counting 10-cent, 20-cent and 50-cent coins

Ex.4 (Level 4) - Involving the change of unit from 'cent' to 'dollar' in skip counting, e.g. counting three 50-cent coins as "50 cents, 1 dollar, 1 dollar 50 cents".

LESSON PLAN III - FOR LEARNING TARGET 3

Visual aids are provided for the understanding of equal value, for example:

Values	1角	2角	5角	1元	2元	5元	10元
ChiMing Counters							
Hong Kong Coins							

Exercises with open-ended problems

Ex.1 Given a set of coins of the same smaller value, find, by counting, its equivalence in coins of a bigger value.

Ex.2 Create coin combinations for a given value.

Ex.3 Open-ended Exercise with story problems

Level 1 Dealing with one type of dollar coins only

Level 2 Dealing with two types of dollar coins

Level 3 Letting students choose from 2-dollar, 5-dollar and 10-dollar coins

Level 4 Letting students decide what to buy

Level 5 Letting students create their own story problems

Ex.4 A story for dialogic learning



ASSESSMENT TOOLS

A. Two self-assessment tools

Tool 1. Self-checking Slip – What am I learning?

Tool 2. A Form to check understanding – How is it done?

B. Why self-assessment?

C. Teaching students to do self-assessment

D. For teacher and school development

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