

# 2

## In the town centre

<p><b>Coverage</b></p> <p>This unit is about recognising and selecting coins and notes. It covers the recognition and choice of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins and £5, £10 and £20 notes. At this level it is essential that learners have much practice in physically handling money, talking about its use, noticing all the differences in colour, shape, size, weight, thickness and value of the various coins and notes. They need to know the names and values of the coins and notes.</p> <p>Learners with poor short-term or working memories will have difficulty remembering the differences between the various coins and notes; skills will need constant reinforcing.</p>	<p><b>Skills</b></p> <p><b>MSS1/E1.1</b> recognise and select coins and notes</p> <p><b>MSS1/E1.3</b> describe size and use direct comparisons for the size of at least two items</p>
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Many of the calculations and activities in this unit could be adapted for use on a spreadsheet.

Resources needed for effective teaching of this unit:

Demonstration	Group	Pair	Individual
A supply of coins and notes	Coins and notes	Coins and notes	Coins and notes
Large laminated card versions of the various coins and notes are useful for discussion and demonstration	<p><b>Note</b></p> <p>It is important that, where possible, REAL coins and notes are used to ensure learners get a feel for them and a clear understanding of both coins and notes.</p>		

### Reminder

In the Links, H means Help, E means Extension and M means Mini-project.

### Remember

Throughout the unit, be aware of the reading needs of learners.

You may need to read out parts of the text.

Words **highlighted** in **bold** will need particular clarification.

## Context

Discuss the scenario as a group.

Be aware what some learners will have little experience of cash while others may be very familiar with coins and notes.

Be sensitive to the fact that there may be a large range in incomes and disposable incomes.

## Stimulus questions

- Is there a town centre near you?
- What do you like to do if you visit the shops?
- When do you use money?
- Have you spent any money today?
- Why is money important?

## Pages 2 and 3 Which is which?

### Introduction to activity 1

- Have a supply of 1p, 2p, £1 and £2 coins available.
- Talk about the coins, noticing the faces, edges and the differences in colour, size, weight, thickness and value.
- Encourage learners to feel the coins and weigh them in their hands.
- Discuss vocabulary such as smaller, larger, thicker, thinner, lighter, heavier, more valuable, less valuable.
- Learners could work in pairs: one closes his/her eyes and identifies a coin by feel only.

### Activity 1

- Ensure learners understand smaller/larger in size and/or value.
- Learners work in pairs to circle the smaller, larger, thinner, most valuable coins.

## Page 3 Heads or tails?

- Discuss flipping coins for 'heads or tails'.
- Ask learners when a coin is used to flip for 'heads or tails'.

- All our coins have the Queen's head on one side but a variety of items appear on the 'tails' face.

### Activity 2

- Have a supply of 1p and 2p coins available for use in activities 2 and 3.
- Learners work in pairs to match the coins and put them heads or tails up as required.

### Activity 3

- Learners work individually to count various groups of coins, heads or tails up etc.

## Pages 4 and 5 Sorting the silver

### Introduction to activity 4

- Discuss the silver coins – 5p, 10p, 20p, 50p. Have a supply of these coins available for learners to handle
- Encourage learners to compare the round and seven-sided coins.
- Encourage learners to draw round the coins and count the sides – number the sides 1, 2, 3 etc. to check.
- Large laminated card coins are useful for demonstration, noticing similarities and differences.
- Reinforce heads and tails.

### Activity 4

- Learners work in pairs or as a group to describe the coins in words, completing the given sentences with the missing words.

### Activity 5

- Make sure learners understand that they are matching heads to tails (not by size).
- Learners work individually to connect the heads and tails of corresponding coins.

## Activity 6

- Read through the questions as a group. Ensure learners understand what they have to do.
- Working individually, learners write the missing values in the sentences describing silver coins.

*LINKS: H1, H2, E1, E2, M1, M2*

## Pages 6–7 Taking notes

### *Introduction to activity 7*

- Discuss when notes are used to pay for items.
- Compare the colour and size and fronts and backs of £5, £10 and £20 notes.
- Encourage learners to describe the similarities and differences.
- Enlarged laminated notes are useful for demonstration and discussion.

## Activity 7

- Working in groups, learners choose appropriate notes for purchasing gift vouchers.

*LINKS: H3*

## Page 7 Bus fares

### *Introduction to activities 8 and 9*

- When do you go by bus?
- Which coins do you need for the fare?
- Do you ever get change back?
- Look at coins and discuss them.
- Encourage learners to talk about colour, weight, size and thickness of the coins, looking for similarities and differences. Reinforce the differences between the coins.

## Activities 8 and 9

- Learners work individually to select coins for bus fares and select coins that might be given for change.

## Page 8 It's a lottery

### *Introduction to activity 10*

- Be aware that for some cultures, gambling (including the lottery) may be an inappropriate context.
- Do you ever buy a Lotto ticket?
- Have you ever won any money?
- What coins do you need to buy coffee at the bus station?

## Activity 10

- Learners work individually to cross out and count all the £1 and 50p coins.

## Page 9 Sweet slots

### *Introduction to activity 11*

- Do you ever use a slot machine?
- Discuss slot and vending machines, e.g. parking meters, telephone boxes, machines selling sweets or drinks.
- How can you tell which coins are required?
- Have a supply of 5p, 10p, 20p and 50p coins available.

## Activity 11

- Learners work in a group to select the correct coins for the sweet-vending machine and record their choice by drawing round the coins and writing the value on each coin.

## Pages 10 and 11 Time for lunch?

### *Introduction to activities 12 and 13*

- Discuss selecting from a menu in a cafe.
- Look at the menu given and practise selecting the correct coins for different dishes, with learners reading the written values of the items.

## Activity 12

- Learners work in pairs with a supply of coins, choosing an item for lunch, selecting the correct payment and recording their choice.

## Activity 13

- Learners work individually on menu and coin selection from the printed array of coins.

*LINKS: H1, H2, E1, M1, M2*

## Page 12 At the cinema

### Introduction to activity 14

- Discuss going to the cinema or theatre or another outing.
- How much does it cost?
- Have a variety of coins and notes available to illustrate different amounts.

### ⬆ Activity 14

- Learners work individually to select the correct coin or note to pay for each item.

## Page 13 Late home

### Introduction to activity 15

- Discuss travel by taxi.
- How much does it cost?
- Compare the values of coins or notes required for taxi and bus fares.

### ⬆ Activity 15

- Learners work individually to decide whether the coins or notes shown fit the requirements.

*LINKS: H1, H2, H3, H4, E1, E2, E3, M1, M2*

## Pages 14 and 15 Help

- These activities provide further practice in coin and note selection in a variety of contexts.

### H1

- Remind learners what each coin looks like and the name of each coin.
- Have coins available for learners to handle.
- Learners select coins for a vending machine, ringing the correct coin.

### H2

- Remind learners what each coin looks like and the name of each coin.
- Have coins available for learners to handle.
- Learners select 10p and 20p coins for telephone calls.

### H3

- Remind learners about the appearance and names of the £1, £2 and £5 notes.
- Have notes available for learners to handle.
- Learners select coins or notes for the pay machine in the multi-storey car park.

### H4

- Remind learners what each coin/note looks like and the name of each.
- Have notes available for learners to handle.
- Learners select coins for various items at the swimming pool.

## Page 16 Extension

### ⬆ E1

- Learners arrange coins and notes in order of value.
- Remind learners about the names and values of each coin.
- Some learners may have difficulty in arranging all the coins and notes in order but could work on sets of three or four.

- Most learners will benefit from having the coins and/or notes available.

### ⬆ E2

- Learners join each coin or note to its written value.
- Remind learners what each coin and note is worth and its name.

### ⬆ E3

- Working individually or in pairs, learners select a snack from the menu and record the appropriate coins by drawing round them and writing on their value.

## Page 17

### Mini-projects

- Learners with literacy difficulties may need help to complete these activities or someone to record their answers.

#### *Activity M1*

- Learners describe three things they notice about different coins and notes.

#### *Activity M2*

- Learners record things they spend money on during the week and the coins and notes used.

## Page 18

### Check it

- Use these questions to assess how learners have coped with the skills in this unit. Ask learners to indicate the areas in which they would like help.

#### *How am I doing?*

- Learners complete this individually or with teacher support.