



# Classroom talk: Money Wall moments

## Teaching strategies involved:

Collaborative Learning; Concrete, representational, abstract; Metacognitive strategies; Questioning

## Overview:

This is a 5–10 minute classroom talk that can be used over time to build understanding and fluency around using coins. It's a talk that relates the part-part-whole connection to money.

## Materials:

Provide students with Money Wall Moments resources that can be used for this and future Money Wall Moments

For this task, each pair of students will need:

- a copy of the [Money Wall diagram](#)
- a coin set consisting of:
  - four 5 cent coins
  - eight 10 cent coins
  - eight 20 cent coins
  - four 50 cent coins
  - two \$1 coins
  - one \$2 coin.



Image credit: Istock.com/hddigital

Print copies of [Australian coins](#)

## Running the classroom talk:

### The initial talk:

1. Give students think time to see what they notice about the blank money wall. Then invite them to share ideas. Ensure the group recognises and understands that each row in the money wall is made up of double the parts of the row above. In other words, it's a fraction wall that shows 1 whole, 2 halves, and 4 quarters and where every row is equivalent; has the same value.



2. Start with a simple challenge. Invite students to each place a 20 cent coin in the top part of the wall.

*Ask: If every row is equivalent, and the top row has a 20 cent coin, what coins could be placed into the segments in the middle of the wall?*

Give students time to think and place coins accordingly. Invite them to think about: whether there is only one way to fill the middle part of the wall. Give time for thinking and coin placement. Invite the sharing of ideas.

Move onto the bottom row. *Ask: What coins could be placed into the segments in the bottom parts of the wall so that all levels of the wall are equivalent?* Invite the sharing of ideas.



## On subsequent talks:

Change the value at the top of the wall and repeat as above.

Here is a suggested sequence for getting started:

- 60 cents
- 80 cents
- \$1
- \$2
- \$1.20
- \$1.40

**Note:** A suggested approach is to spend 3–5 minutes exploring a value posed by the teacher (e.g. the 20 cent example above) and then allow 3–5 minutes for students to individually explore a chosen value.