

Money, money, money

Teaching strategies for thinking about fractions

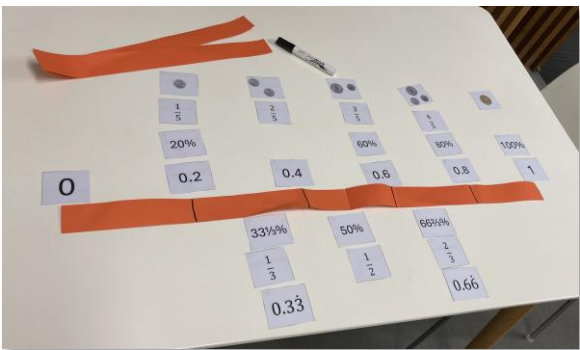
Best for

- Year level: 3–5
- Fraction construct: Measure



Overview

Description	This activity is designed to support students to develop understanding of the measure fraction construct which is foundational in students' development of thinking about fractions. Through the activity, students can be supported to understand: • the connections between fractions, decimals, percentages and money • the relative size of different fractions and their equivalent decimal and percentage representations • how monetary units (such as 20c coins) can be used to model fractions of a whole in real-world contexts.
Learning focus	Australian Curriculum: Mathematics • recognise the relationships between dollars and cents and represent money values in different ways (AC9M3M06) • find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation (AC9M4N03) General capability: Numeracy progression Number sense and algebra: Interpreting fractions • re-imagining the whole — divides a whole into different fractional parts for different purposes (P4) • equivalence of fractions — uses partitioning to establish relationships between fractions (P5) Number sense and algebra: Understanding money • equivalent money — represents different values of money in multiple ways (P4)
Teacher preparation	• Ensure students are familiar with 10c, 20c, 50c and \$1 coins. • Identify appropriate groupings for students. This strategy works best when students are in pairs or small groups of three to four students. • Assemble the following resources for each group: – paper strip or string/rope – Money, money, money cards — shuffled – pen or paper clip to mark $\frac{1}{5}$ intervals.

	Resource
	 Money, money, money cards Print and cut out.
	Example: Completed activity
	

Suggested implementation

1. Organise students into small groups or pairs.
2. Distribute relevant resources to each group or pair.
3. Instruct students to fold the paper strip to make fifths. You may need to provide further instruction or assist at this step.
4. Ask students to unfold the paper strip and place the 0 card at one end and the 1 card at the other end. See Example: Completed activity (above).
5. Ask students to place their Money, money, money cards at the correct place on the paper strip, with students taking turns to do so. Encourage them to improve their peers' placements, if required.
6. Monitor groups, providing support where relevant. For example, prompt students with questions such as:
 - a. Which of the cards would you include or remove?
 - b. Are there any other cards you would include?
 - c. Which cards were particularly challenging to place?
7. Conclude with a whole class discussion about how money is a real-world application of fractions that extends beyond halves and quarters. Consider using the following questions to lead a discussion:
 - a. Why was it important that we initially folded the paper into fifths?
 - b. Why is placing a fifth harder than a half or a quarter?
 - c. Why do you think our money uses 10c and 20c pieces rather than a 25c piece, i.e. a 'quarter'?
 - d. What other everyday situations use fractions that do not divide neatly into halves and quarters?
 - e. How does working with money help you to better understand fractions?



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