

Five dollar notes

Annotation

Courtney uses skip counting to work out this division problem, using her fingers to keep track of the count. She is unaware that multiplication or division could be used to solve this problem.

Problem: Five dollar notes

The teacher shows this problem to the student and reads it with her as required:

In my wallet I have \$35 in \$5 notes, how many \$5 notes are in my wallet?

Student response

Courtney: Seven \$5 notes.

Teacher: Tell me how you did that.

I imagined that you put all the \$5 notes in a pile. I imagined taking one note off the pile, that's \$5, then another, that's \$10, and kept going until I got to \$35. The first time I

Courtney: forgot to count how many notes because I was skip counting. I did it again and put up one finger each time I imagined a note coming off the pile. I put up seven fingers so there are seven \$5 notes.

Teacher: What do you know that helped you?

Courtney: Well I know that's like saying how many fives are there in 35 and I can skip count in fives to 35 to find out.

Teacher: Tell me why you did it that way.

Courtney: It's really quick and easy skip counting.