


Money Box															
Problem wording	<p>A grandmother gives her grandson a money box with 5 euros. After that, the grandmoder gives the grandson 1 euro every Sunday.</p> <p>Function introduced: $f(x)=x+5$.</p>														
Purpose	<ul style="list-style-type: none"> • To foster the development of strategies to perform basic operations. • To identify correspondence and covariation relationships between the children’s ages. • To express the functional relationship in general terms. 														
Suggestions for classroom delivery	<p>The teacher introduces the task orally to the classroom, as a whole or in small groups, providing the specific values stated in the problem.</p> <p>Each student should be given fake coins and a box representing the money box (see picture) or other manipulatives to perform the operations.</p> <div style="text-align: center;">  </div> <p>They should also be given a function table such as the one below to be filled in</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of Sundays</th> <th>Money in the box</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td style="text-align: center;">100</td> <td></td> </tr> </tbody> </table> <p>Students are prompted to apply operational strategies and identify functional relationships by asking them questions such as:</p> <ul style="list-style-type: none"> - How many euros would the grandson have in the box after one Sunday? - How many euros would the grandson have in the box after two Sundays? 	Number of Sundays	Money in the box	1		2		3		5		15		100	
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1															
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	<ul style="list-style-type: none">- How many euros would the grandson have in the box after three Sundays? <p>Non-consecutive questions are also asked, such as:</p> <ul style="list-style-type: none">- How many euros would the grandson have in the box after five Sundays?- How many euros would the grandson have in the box after 15 Sundays?- How many euros would the grandson have in the box after 100 Sundays? <p>After the students have answered questions like the prior ones, they should be induced to generalise the functional relationship identified by asking them others, such as:</p> <ul style="list-style-type: none">- How did you always do to figure out how much money the grandson would have in the box?- Do you see any link between the number of Sundays and the amount of money the grandson has in the box?
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