

Money

Syllabus: Karnataka State Board

Subject: Mathematics

Grade: Second

Textbook Name: Mathematics-Text cum Workbook(Revised)-Second Standard

Chapter Number & Name: 8. Money

1. OVERVIEW

1.1 OBJECTIVE & PREREQUISITES

Objective

- To help students recognize coins and currency.
- To arrange different coins and notes together for different amounts.
- To add and subtract small amounts of money mentally.
- To help students understand transactions of money by using three to four notes.

Prerequisite Concept

- Arithmetic (addition, subtraction)

Refer to VE_TIK_Math_G1-05--Addition(sum not more than 9)

VE_TIK_Math_G1-06-Subtraction

Content Index

*Kindly Note: Activities marked with * are mandatory*

1. OVERVIEW

1.1 OBJECTIVE & PREREQUISITES

2. LEARN

2.1 KEY POINTS

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Understanding the importance of money*

3.2 CONCEPT INTRODUCTION ACTIVITIES

COINS AND CURRENCY NOTES

[Activity 2: Understanding the coins and currency notes*](#)

[ADDITION AND SUBTRACTION OF MONEY](#)

[Activity 3: Addition and subtraction of money*](#)

[3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*](#)

[4. EXERCISES & REINFORCEMENT](#)

[4.1 REINFORCEMENT ACTIVITIES](#)

[Activity 4: Find the number of notes or coins required to make the amount*](#)

[Activity 5 Market \(introducing prices and bills\)*](#)

[4.2 IMPORTANT GUIDELINES](#)

2. LEARN

2.1 KEY POINTS

Money is any object that is generally accepted as payment for goods and services.

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Understanding the importance of money*

Materials Required: None.

Prerequisites: Number sense

Activity Flow

Ask the student how much they know about money. They will have some familiarity as they would have heard about it from their family members. Interact with the student to find out how much they know about money, so that you can build upon their existing knowledge. Get them excited about money by asking them what they like to buy and what they think the cost of those items might be.

Teachers can ask the following questions to students.

1. Why do people need money?
2. What do people use it for?
3. Have they ever handled money?

3.2 CONCEPT INTRODUCTION ACTIVITIES

COINS AND CURRENCY NOTES

Activity 2: Understanding the coins and currency notes*

Materials Required: Coins of denominations 50 paisa, 1 rupee, 2 rupees, 5 rupees, currency notes of denominations Rs 10, Rs 20, Rs 50 and play money of the same denominations, tactile diagram of the symbol for rupee.

Prerequisites: Number sense

Activity Flow

To make play money, cut up braille paper into small rectangular shapes, similar to the size of real money. Then write down the values in Braille: 10, 20 and 50. To make play coins, make some small round coins to represent 50 paisa, 1 rupee, 2 rupees, and 5 rupees. The coins can be represented as small rough circles of braille paper and the values have been written down in braille.

- Introduce the real currency coins and the play money simultaneously to children.
- Let children hold, feel and touch the real currency coins and notes. Encourage them to feel the thickness of each coin and the prints embossed.
- Let children know that real currency notes are made up of a different kind of paper and coins are made up of metal and the value of the coin or note is written on it.
- Allow the children to hold, feel, touch and make a comparison between the real money and the play money.
- Let children know that 1 Rupee = 100 paise and let every child touch and feel the tactile diagram of the rupee symbol.

ADDITION AND SUBTRACTION OF MONEY

Activity 3: Addition and subtraction of money*

Materials Required: Play money-Coins of denominations 50 paisa, 1 rupee, 2 rupees, 5 rupees, currency notes of denominations Rs 10, Rs 20, Rs 50

Prerequisites: Number sense

Activity Flow

Teachers can demonstrate to the class how to add and subtract money using play money and later can encourage students to work it out mentally.

Addition of money:

For example I have three 2 rupees coins. So what is the total amount of money I have? So we add $2+2+2$ which is equal to 6.

In case I have four 5 rupee coins, what is the total amount of money I have?

Yes that's right. Rs 20. How did you get the answer? So we add 5 four times. $5+5+5+5=20$.

Following are a few more questions that teachers can ask the students to work.

1. I have a 5 rupee coin, 5 rupee note, 10 rupee note and 20 rupee note. What is the total amount of money I have?
2. My mother gave me 1 rupee coin, 2 rupee coin, 5 rupee coin, 5 rupee note and a 10 rupee note. What is the total amount of money my mother gave me?
3. My piggy bank has two 20 rupees notes and one note of 10 rupees. What is the total amount I have in my piggy bank?

Subtraction of money

Example: I want to buy two softy cones, one for my little sister and one for me. The larger one is priced Rs 10 and the smaller one is priced Rs 5. I have Rs 25 with me. How much money do I need to spend to buy two softies & how much money is remaining with me after I buy the softies? Money I spent to buy two softies will be Rs 10 plus Rs 5 which is equal to Rs 15.

I have Rs 25 with me. So the money remaining will be Rs 25 minus Rs 15. I have Rs 10 remaining with me.

Teachers can demonstrate the following example using play money. Give two notes of Rs 10 and one note of Rs 5. Ask children to take away or give away Rs 15 from that to the ice-cream seller. What is the amount remaining with them?

Different questions also can be framed like, If both want the larger softies what would the price be and how much amount will remain?

Following are a few questions that teachers can ask the students to work on.

1. I have RS 30 with me and I want to buy a bangle and bracelet priced Rs 5 and Rs 20. What is the amount of money I need to spend and what is the amount of money left with me?
2. My grandmother gifted me Rs 50 as I wanted to buy a toy car of Rs 40. What is the amount of money I need to spend and what is the amount of money I am left with?

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Daily monetary transactions for buying and selling products or services

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT ACTIVITIES

Activity 4: Find the number of notes or coins required to make the amount*

Materials Required: Play money -Coins of denominations 1 rupee, 2 rupees, 5 rupees, currency notes of denominations Rs 10, Rs 20.

Prerequisites: Number sense

Activity Flow

First the teacher can demonstrate the following activity to the class with the help of play money.

How many 10 rupees currency notes are required to make Rs 40? Encourage children to count as the currency notes are placed. Let us place one note of Rs 10 when I add one more 10 rupee currency note to it, it adds up to Rs 20($10+10$). I need to make Rs 40. Is 20 less than or equal to 40. That's right. It's less so let's add another Rs 10 to 20. $20+10=30$. Is 30 less than or equal to 40. Yes, It's less. Let's add another 10 rupee to 30. $30+10=40$. So we need 4, 10 rupee notes to make Rs 40.

Teachers can ask the following questions to the class

How many 1 rupee coins make Rs 5?

How many 2 rupee coins make Rs 12?

How many 5 rupee notes make Rs 30?

How many 20 rupee notes make Rs 40?

Activity 5 Market (introducing prices and bills)*

Materials Required: Play money, fake price tags, some items to be sold

Prerequisites: Number sense

Activity Flow

1. In this activity, the children play at shopping with pretend money.
2. Divide the children into 2 groups. 1 group becomes the shopkeepers and 1 group becomes the customers.
3. Distribute equal amounts of money to the children who are the customers.
4. Each shopkeeper can sell a different item, such as books, toys, food items, etc.
5. Make sure that all the items to be sold have pretend braille price tags on them.
6. The children buy whatever they are interested in, and pay for them using the play money. Dealing in money, calculating change, mental addition & subtraction of money can be reinforced.
7. Encourage the customer group to think about the budget as well. For example, student X has Rs. 65. She wants to buy a book and 2 toys with her money. However, the book is Rs. 50 and the toys are Rs. 15 each. Can she buy all the 3 things using her money? Could she choose a lower priced item instead?

8. Switch the groups after a while so that the customers become the shopkeepers and vice versa.

Teaching Tips:

None

References:

None

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

End of Document