Vision Empower & XRCVC

Teacher Instruction KIT



Syllabus: Karnataka State Board Subject: Mathematics Grade: III Textbook Name: Mathematics Textbook cum Workbook Chapter Number & Name: 9, Money

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES **Objective**

Students will be able to:

- Convert rupee to paisa.
- Add and subtract amounts using column addition and subtraction without regrouping.

Prerequisite Concept

• Understanding the importance of money, able to identify the notes and coins, addition, subtraction.

TIK_MATH_G2_CH8_Money

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*Kindly Note: Activities marked with * are mandatory*

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2. LEARN

2.1 KEY POINTS

- 1 rupee is equal to 100 paise.
- 2 rupees is equal to 200 paise.
- 5 rupees is equal to 500 paise.
- When a rupee is to be converted to paise, multiply it by 100.
- When both rupees and paise are given and they have to be converted to paise, multiply only the rupee by 100 and add the paise to the product.

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

MARKET

Activity 1: Market

Materials Required: Duplicate money/ Braille Play money. *Prerequisites:* None

Activity Flow

Note: If they don't have play money, use paper cutouts of different shapes and use them as a substitute for playing money. For example, the circle is considered as Rs 10, triangle as Rs 50 and the square as Rs 100.

- Ask the children what they know about money. Why do people need money? What do people use it for? Have they ever handled money?
- Introduce the play money to them. Distribute randomly among the class. Explain that real money is somewhat similar but in print.
- Ask each child what all denominations they got. Explain that these are the denominations available in real life as well.
- Also, talk to the children about their experiences around going shopping. Who did they go with, what did they buy, etc.
- Now that the children are used to the currency they will be used for play, introduce them to their play area.
- The play area can be a classroom, a hall, or an outdoor space, as long as it is set up with stalls that the children can navigate around. Each stall, which could perhaps consist of a desk, could carry a certain type of play merchandise. For example, one desk could be the bookshop, another could be a grocery store, and yet another could be a toy shop. Make sure that there are 4-5 stalls for the children to navigate.
- Now show the children around the area and make sure that they understand where each stall is located.
- Gently quiz them about how to get from one stall to another. For example, how might a child go from the grocery shop, from where he has finished buying groceries, to the bookshop to buy books?

3.2 CONCEPT INTRODUCTION ACTIVITIES

EQUIVALENT MONEY

Activity 2: Equivalent money

Materials Required: Braille play notes, 1 rupee coins, 2 rupee coins and 10 rupee coins *Prerequisites:* Money value, Refer to activity 1.

Activity Flow

• Before distributing the materials, ask the difference between 1 rupee and 5 rupees.

- If one chocolate is 1 rupee means how many chocolates can you buy for 1 rupee and how many chocolates for 5 rupees? And how many for 2 rupees? Why? How do you know?
- Tell them that 2 one rupee is equivalent to 1 two rupee coin.
- Similarly, how many 1 rupee coins is equivalent to 1 five-rupee coin.
 - 5 rupees is equal to five 1 rupee coins.
 - 5 rupees is equal to two 2 rupee coins and one 1 rupee coin.
 - 1 rupee is equal to two 50 paise coins.
 - 1 rupee is equal to 100 paise.
- Ask some riddles and discuss the possible answers:
 - There are 4 coins. The coins total is 8 rupees. What coins do I have?
 - There are 2 coins. The coins total is 10 rupees. What coins do I have?
 - There are 3 coins. The coins total is 5 rupees. What coins do I have?
 - There are 5 coins. The coins total is 8 rupees. What coins do I have?

Activity:

- Mix all the coins and play notes in a tray.
- Give 4 bowls to each group. Ask the students to sort the coins in the given bowl. Whoever takes less time to sort the given coins correctly will be the winner.
- After all the sorting has finished, mix the coins and notes together.
- Call each student one by one and ask them to take the requested amount from the tray.
 - For example.
 - 23 rupees take one twenty rupee note and 3 one rupee coins (or) two ten rupee notes and 3 one rupee notes.
 - Ask the students why did you take these notes? What are the other ways to collect 23 rupees? What can we buy for 23 rupees? Connect with their real-life experiences.

TO WRITE AND READ

Activity 3: To write and read

Materials Required: Braille Play notes Prerequisites: Identification of rupees.

Activity Flow

- Narrate the following scenario.
 - Geetha has gone to the stationary shop with her mom to buy some Audiobooks.
 - Geetha: Uncle, I want storybooks?
 - Shopkeeper: Take this book the cost of the book is 20 rupees 50 paise.

- The shopkeeper says, orally the cost of the book is 20 rupees 50 paise. In other words, it can be written as, Twenty rupees and fifty paise.
- While writing in numbers, first write the rupee parts, place a dot (.) and then write the paise. 20 rupees 50 paise can be written as 20.50 rupees.
- *Give some play notes and coins to each student and let them try to write the amount.*

CONVERTING RUPEES TO PAISE

Activity 4: Converting rupees to paise

Materials Required: Play notes Prerequisites: Multiplication.

Activity Flow

To convert rupees into paise:

- 1 *rupee* = 100 *paise*
- 100 paise makes 1 rupee.
- Examples to convert rupee into paise (When only rupees are given) 2 rupees = 2×100 = 200 paise

7 rupees = $7 \times 100 = 700$ paise

8 rupees $= 8 \times 100 = 800$ paise

10 rupees $=10 \times 100 = 1000$ paise

Note: When a rupee is to be converted to paise, multiply it by 100.

Conversion of rupee and paise into paises Example, 1 rupee 50 paise. We know, 1 rupee =100 paise = $(1 \times 100) = 100$ 50 paise, it's already in paise format. Therefore, 1 rupee 50 paise = $(1 \times 100) + 50 = 150$ paise

Note: When both rupees and paise are given and they have to be converted to paise, multiply only the rupee by 100 and add the paise to the product.

ADDITION AND SUBTRACTION OF MONEY Activity 5: Addition and subtraction of money Materials Required: Play money Prerequisites: Addition and subtraction

Activity Flow

- Divide the students into groups of 3 and distribute the play money to each group in a tray.
- For each question let them take the money from the tray and calculate the total amount.
- Ask the following questions and discuss the answers with the students.
- 1. Geetha's mother gave 5 rupees to her to put in her piggy bank. Geetha's father gave 3 rupees to her to put in the piggy bank. Totally how much rupees she has collected from her parents.
 - For example: Ask them how much money did her mother give? 5 rupees. Tell them to take 5 rupees from the tray. Ask them how much money she gets from her father (3 rupees). Tell them to take 3 rupees from the tray. Then ask them to count the total amount.
 - Also, ask how many 1 rupees do you have? How many 5 rupees do you have? Reinforce the concept of equivalency (5 one rupee = 1 five rupee).
- 2. Geetha's mother has brought tomatoes for 10 rupees, potatoes for 20 rupees and chilli for 5 rupees. How much money did she spend on vegetables?
- 3. Geetha purchased 1 bread packet for 20 rupees and 1 milk packet for 19. 50 rupees. How much money did she spend on the above items?
 - She brought bread for 20 rupees.
 - She brought milk for 19 rupees and 50 paise.
 - Add the rupees together and paise together.
 - $_{\odot}$ rupees = (20+19) = 39 rupees
 - Paise = 50 paise
 - Therefore she spent 39 rupees and 50 paise.

4. Mary bought one packet of crayons for 10.50 rupees and one book for 18.50 rupees. How much money did she spend to buy the crayons and book?

- crayons = 10 rupees and 50 paises.
- book = 18 rupees and 50 paises.
- Add the rupees together: (10+18) = 28 rupees
- Add the paise together: (50+50) = 100 paise Tell them to replace two fifty paise to 1 rupee from the tray)
- Therefore the total amount is (28+1) rupee = 29 rupees

Activity 6: Addition and subtraction of money - Method-2

Materials Required: Taylor frame

Prerequisites: Addition and subtraction, writing rupees and paise using a decimal point

Activity Flow

- Verbally tell the rupees and paise of the following items and ask the students to write the amount in Taylor frame.
 - Milk = 19 rupees and 50 paise.
 - Eggs = 5 rupees and 20 paise.
- While writing in numbers, first write the rupee parts, place a dot (.) and then write the paise.
- Ask them to write the 2nd amount on the next line (column vice). Write rupees in rupees column and paise in paise column.
- Add paise with paise and write the sum in the paise column.
- Add rupee with rupee and write the sum in rupee column. For example: Finding the total amount spent on milk and eggs.

	rupees	paise
	19	50
+	5	20
	24	70

Therefore the answer is 24 rupees and 70 paises.

- Similarly, we can subtract rupees from rupees column and paise from paise column.
- For example: Subtract 20 rupees 40 paise from 30 rupees 20 paise.
- Write the numbers 30.30 in the first line and 20.40 in the second line. (rupees and paise in the column vise)

For example:

	rupees	paise
	30	60
_	20	20
	10	40

Therefore the answer is 10 rupees and 40 paise.

MARKET

Activity 7: Game- Market

Materials Required: Play money Prerequisites: Addition and subtraction.

Activity Flow

- Set up the play area as before. Make sure that all the stalls, furniture, etc are placed exactly as in the previous session.
- Now, divide the children into 2 equal (or close to equal) groups. Tell them that they are going to play a shopping game. One group will act as the shopkeepers and the other will act as the customers.
- Distribute equal amounts of money to the children who are the customers.
- Each shopkeeper can sell a different item, such as books, toys, food items, etc. Have some real items ready at hand that they can pretend to sell.
- As a class, discuss and decide what each item will cost.
- The children can now go around and buy whatever they are interested in, and pay for them using the play money. Dealing in money, calculating change, etc are all the children can enjoy.
- This time, help the children with calculations if they need help.
- Switch the groups after a while so the customers become the shopkeepers and vice versa.

MARKET WITH VARIATION

Activity 8: Game- Market with variation

Materials Required: Play money Prerequisites: Addition and subtraction, Identification of notes and coins.

Activity Flow

- In this session, experiment with price tags for each item.
- The children can help make the tags as a part of the session itself.
- To make the tags, cut up braille paper into small, rectangular-shaped pieces.
- Discuss with the children about what could be possible prices of the items. It is essential to use realistic prices for the items, as the children may otherwise perhaps misunderstand the real price of items.
- *Now, tape/staple the tags onto the items.*
- Now, play as before, with one group of children pretending to be the shopkeepers and one pretending to be the customers.
- Let each person figure out the prices from the tags and calculate their budget to see what items they can buy within their budget.

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

Activity 9: Game- Billing

Materials Required: Play money Prerequisites: Addition and subtraction.

Activity Flow

- This time, play the game as before, but have the shopkeepers write up bills for their customers.
- Have a billing counter, where the shopkeeper examines the price of each item, does the calculations, and writes up the total and gives it to customers as a bill.
- The customer should look at the bill, double-check the items, and pay the total.
- Conclude with a discussion of shopping at home, and how children can help in the shopping.
- Some other points of discussion can be the identification of currency by people who are blind and visually impaired, lack of labels in braille, etc.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Ask the students, why we need money.

Money is important to buy things. Parents use the money to buy groceries, to pay the electricity bill, to pay the house rent, to pay school fees, to buy dresses for you. Money is used to obtain basic necessities.

Ask the students to collect information about how their parents spend money.

4. EXERCISES & REINFORCEMENT

4.1 PRACTICE EXERCISES

Activity 10: Practice

Materials Required: None Prerequisites: conversion of rupees to paises, addition and subtraction.

Activity Flow

- I. 1 rupees has (how many) 50 paise coins.
- *II.* 2 rupees has ____ (how many)1 rupee coins and ____ (how many)50 paise coins.
- *III.* How many 50 paise coins are there in 1 rupee 50 paise.

- *IV.* How many 5 rupee coins are there in 10 rupees?
- V. How many 5 rupee coins are there in 20 rupees?
- *VI. Convert following rupees into paise.*
 - *A.* 3.00 = ?
 - *B.* 2.25 = ?
 - *C.* 7.00 = ?
 - *D.* 6.25 = ?
- VII. If Sanju spent rupees ^{19.25} to buy chocolates and rupees ^{6.25} to buy biscuits, what is the total amount spent by Sanju? Amount spent to buy chocolates = _____ Amount spent to buy biscuits = _____ Total amount spent by Sanju = ____
- VIII. Radha won a prize of 75.50 rupees in a painting competition. She also won a prize of 20.50 rupees in the maths quiz competition. What is the total amount of money won by her?
 - IX. If Jaya had 20.00 rupees. If she spent 15.50 rupees to buy tomatoes, how much money remains with Jaya?

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

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