

Vision Empower & XRCVC

Teacher Instruction KIT

Money

Syllabus: Karnataka State Board

Subject: Math

Grade: 5

Textbook Name: Karnataka State Board

Chapter Number & Name: 15. Money

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- Write rupees and paise in decimal form
- Solve problems on money involving all the mathematical fundamental operations
- Understand the importance of earning, saving and spending money and its wise usage
- Know the need for a bill and Prepare a bill.

Prerequisite Concept

- Mental arithmetic

TIK_MATH_G4_CH8_Mental Arithmetic

Content Index

*Kindly Note: Activities marked with * are mandatory*

LEARN

KEY POINTS

LEARN MORE

ENGAGE

INTEREST GENERATION ACTIVITY

[Activity 1: Play Market](#)

CONCEPT INTRODUCTION ACTIVITIES

[Activity 2: The Concept of Money](#)

[Activity 3: Market \(Introducing prices and bills\)](#)

[Activity 4: Money multiplication and division](#)

LET'S DISCUSS: RELATE TO DAILY LIFE*

EXERCISES & REINFORCEMENT

[Activity 5: Homework problems](#)

IMPORTANT GUIDELINES*

[Exercise Reading](#)

[Perform Textbook Activity](#)

[Provide Homework](#)

2. LEARN

2.1 KEY POINTS

Money can be defined as anything that people use to buy goods and services. Money is what many people receive for selling their own things or services. Most countries have their own kind of money, such as the United States dollar or the British pound. Money is also called many other names, like currency or cash.

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Activity 1: Play Market

Materials required: Books, toys, food items, play money

Prerequisites: Number identification

Activity Flow

Number of players: 2 groups of up to 6 children in each

Game Overview and Basic Rules for Play

During the different sessions of this market game, children will have fun shopping and selling, while at the same time learning valuable money skills.

It is essential to have braille play money before beginning the sessions. To make play money, cut up braille paper into small rectangles. Then write down the values in Braille: 10, 20, 50, 100, 200, 500 and 2000. Then make some small round coins to represent 1, 2, and 5 rupees. The coins can be represented as small rough circles of braille paper.

Play Session plans

Session 1

- *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 using 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 to 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?*

Session 2

- *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.*

3.2 CONCEPT INTRODUCTION ACTIVITIES

CONCEPT OF MONEY

Activity 2: The Concept of Money

Materials required: Play money

Prerequisites: 4 digit numbers

Activity Flow

Note: To make play money, cut up braille paper into small rectangles. Then write down the values in Braille: 10, 20, 50, 100, 200, 500 and 2000. Then make some small round coins to represent 1, 2, and 5 rupees. The coins can be represented as small rough circles of braille paper.

- 1. Ask the children what they know about money. Why do people need money? What do people use it for? Have they ever handled money?*
- 2. Introduce the play money to them. Distribute randomly among the class.*
- 3. Explain that real money is somewhat similar, but in print.*
- 4. Ask each child what all denominations they got.*
- 5. Explain that these are the denominations available in real life as well.*

PRICES AND BILLS

Activity 3: Market (Introducing prices and bills)

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

Prerequisites: Addition, subtraction

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, etc.
7. Encourage the customer group to think about the budget as well. For example, student X has Rs. 1000. She wants to buy a book and 2 board games with her money. However, the book is Rs. 550 and the board games are Rs. 350 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.

MULTIPLICATION AND DIVISION

Activity 4: Money multiplication and division

Materials required: Play money, fake price tags, some items to be sold in the market.

Prerequisites: Multiplication and division

Activity Flow

1. Retain the groups that were created for the above activity.
2. In this activity, we play the market again, but with a small change.
3. This time, the students in the customer group are charged to buy certain items for all the children in their class, by the teacher.
4. Give each child instructions on what item to buy. For example, one of the children could buy a braille slate for every child in her class, another could buy styluses, and yet another could buy copies of a textbook.
5. Encourage the children to find out on their own the number of items to buy. Observe how they calculate the prices of more than one number of an item.
6. If children are struggling, explain to them that this is done by multiplication.
7. Now, switch the groups so that the shopkeepers become customers and vice versa.
8. this time, ask the shopkeepers to keep the items in bundles of 5 or 10 and announce prices per bundle. For example, 5 braille slates for Rs. 500.

9. Encourage the customer group to calculate the cost of one item. Explain how it is done.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

- Daily expenditure
- Bank
- Travel
- Hotels, Shops, Malls

4. EXERCISES & REINFORCEMENT

4.1 PRACTICE EXERCISES

HOME WORK PROBLEMS

Activity 5: Homework problems

Materials required: None

Prerequisites: Addition, subtraction, multiplication and division

Activity Flow

1. I had rupees 625 with me. My father gave rupees 450.75 as pocket money. What is the total amount with me now?
2. Mahesh buys a pen for rupees 18.5, a book for rupees 10.75 and a bag for rupees 125. What is the total cost of all the things bought?
3. Girija buys 2 kg of beans for 36.50 rupees, 1 kg of tomatoes for rupees 12.25 and 1 kg of potatoes for rupees 14.75. Find the total amount that Girija should pay to the shopkeeper.
4. A labourer earns rupees 525 a day. How much will he earn in a week?
5. The cost of a table is rupees 4320. What is the cost of 16 tables?
6. Mohan paid rupees 1422 for 9 shirts. What is the cost of each shirt?
7. Distribute rupees 4425 among Amar, Akbar and Anthony equally. What is the amount of share that each one gets?
8. Find the total cost in each case and total cost of all items. Ranbir Singh bought the following articles from Hanuman Hardware shop. 2 hammers at rupees 85 each. 6 boxes of nails at rupees 25 each. 8 boxes of screws at rupees 30 each box. 2 spanners at rupees 175 each.

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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